STATE COURSE

OF

Study for High Schools

OF

LOUISIANA

1917

Issued by Department of Education

T. H. HARRIS, State Superintendent

Baton Rouge, La.
Ramires-Jones Printing Co.
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GENERAL STATEMENT

The following course of study for high schools is prepared with the view of making the work definite and explicit in the various high school subjects. An effort has been made to offer some helpful suggestions in the method of instruction that should obtain in the several branches. In most instances a separate list of reference books is appended at the close of the various syllabi.

For details of courses in Domestic Economy, Agriculture, and Manual Training, see separate pamphlets which have been prepared in these subjects.

School authorities principals and high school teachers are requested to study carefully the contents of the course in order that the purpose of the course may be attained and unnecessary correspondence may be obviated.

Respectfully submitted,

T. H. Harris,

State Superintendent of Public Education.

Baton Rouge, La., Sept. 1, 1917.

WHO CAN GRADUATE*

SESSION 1916-17: Requirements for graduation are the same as have been in force for several years, as follows:

1. Students completing three majors, two minors, and one elective.
2. Students completing four majors and one minor.
3. Students completing four majors and two electives.
4. Students completing five majors.

SESSION 1917-18: Beginning with this session students must submit sixteen units for graduation, as follows:

1. Three majors, three minors, and one elective.
2. Four majors, two minors.
3. Four majors, one minor, and two electives.
4. Five majors and one elective.

*NOTE.—No student will be permitted to graduate until he has completed *all* of the *required subjects,* 9.5 units, listed on page 6. This is true, no matter what course was pursued or the number of units earned.

EXPLANATION.

(a) A major is *three units* in any of the following subjects or courses: mathematics, English, science, history, Latin, a modern language, commercial subjects, agricultural subjects, home economics subjects, manual training subjects.

(b) A minor is *two units* in any of the above subjects or courses.

(c) An elective is *one unit* in any of the subjects or courses in (a) or (b). Half units in closely related subjects may be added to form whole units.

(d) Value of shopwork: benchwork, etc., two years, two units; mechanical drawing, one year, one unit.

MUSIC AND ART

If a special teacher of music and art is employed credits will be given in these subjects on the same principle as in any other subject. Where two 40-minute periods in music and two 40-minute periods in art are given per week, for instance, the unit

value will be ⅖. This figure is found by counting two periods for one, as in a laboratory period. On this basis, for four years the credit would be 1.6 units. As in other independent subjects, a student must submit as much as one unit value to secure credit.

SUBJECTS PRESCRIBED FOR ALL CANDIDATES FOR GRADUATION.

ENGLISH.

	Unit Value
First Year	1.0
Second Year	1.0
Third Year	1.0

MATHEMATICS.

Algebra:	
First Year (½)	.5
Second Year	1.0
Plane Geometry:	
Third Year	1.0

SCIENCE.

Natural:	
First or second year, two half-year subjects or one full-year subject	1.0
Physical:	
Third or fourth year elective	1.0

HISTORY

Foreign:	
First, second, or third year elective	1.0
American and Civics:	
Fourth year	1.0
Total units prescribed for all	9.5

A HIGH SCHOOL UNIT

A unit of work means five forty-minute recitations per week for nine months. (Double periods in shop, field, and laboratory count the same as single recitation periods.)

FOUR SUBJECTS AT A TIME.

A student should not have more than four main subjects at the same time, thus earning four units per session, or sixteen units in the four years of the high school department. If a student is unusually studious and proficient and of robust health, the principal may allow another subject, but this privilege should be granted with great caution.

Where more than four subjects are carried by the class there will result one of two things: shorter lessons to secure thoroughness, thus making impossible the proper treatment of some portions of the text required for the year; or the ground will be covered in a superficial way, thus sacrificing the needs of the child and the standards of the school.

The thorough and intensive preparation of four main subjects by a student of high school grade will amply employ the time and the talents of the average student. There is a joy, a richness, a satisfaction that goes with the mastery of a subject that leads to growth and permanent possession. There is no good reason why such results should be sacrified to the cheap and probably empty honor of a superior number of units at graduation.

BALANCED COURSE.

In the work of any one year attention should be given to the matter of having the student's work balanced by subjects in different fields of knowledge. Mathmatics, science, history, language would constitute such a group of subjects, particularly in what is commonly termed the literary course. In other courses proper substitutions should be made. This would make possible not more than *four units* in *any one subject* at graduation. Any greater degree of concentration or specialization on the part of persons no more mature than students of high school grade would not seem to be wise. An introduction to and some definite acquaintance with different fields of knowledge alone give the poise and the breadth of view needed to carry forward in higher education any worthy specialization, and such balance is doubly needed for the student that will not have the benefits of higher education.

HISTORY NOTE-BOOKS

Suggestions to teachers of history, as given in this High School Course of Study should have careful consideration. It contains many valuable suggestions on how to make this work effective. The sources of many aids have been listed.

We wish to enter a caution about note-book work. This ought to contain mainly original matter, or such as the student has gotten into shape for himself. We have seen note-books that contained long quotations from the text suggesting neither thought nor originality. It is not the largest note-book that is the most valuable. The size does not have as much to do with the value as the quality of the contents, and much copying of what some one else has made or said would not seem to be very profitable use of the student's time.

LABORATORY

It is a mistaken policy to purchase the cheaper and therefore inferior apparatus for the science work. Such apparatus does not give always dependable results, and rapidly deteriorates with use because of its poor workmanship. Both economy and efficiency would be served by securing fewer pieces at a time, but having those of good standard quality.

Facts and principles involved in experiments should be applied to plant, animal, and human life. The use of facts is as important as their development, and, furthermore, the greater the number of applications the clearer will the fact or principle become.

Study of Specimens.—It should be well understood that the study of biologic science must be based upon the examination of actual specimens in the hands of the pupil. The enthusiastic teacher always finds that the locality furnishes a large and varied assortment of specimens. There are some specimens needed in zoology that can be had only in other localities, and such ought to be secured and preserved in the laboratory.

Drawings.—These should always be done directly from the objects studied. They should be diagrammatic rather than artistic, and carefully labeled. The drawing may be done in pencil, but notes should invariably be in ink.

FOUR YEARS IN ENGLISH

It is strongly recommended that students schedule English throughout the high school course.

Students taking the literary course would naturally be expected to do so. It would seem to be more desirable, if possible, for students in vocational subjects to take the full amount of English offered, as it constitutes their only work in language. The student that has a foreign language, Latin for instance, will find his power to use and understand the English language greatly strengthened thereby. The student taking vocational subjects does not enjoy this special advantage, as a foreign language would naturally be excluded from his course, and the full English course would, therefore, be the more urgently needed.

English probably ranks all school subjects. There is no body of knowledge and no special aptitudes acquired in school that have more constant use and bear a more intimate relation to one's daily life than does the English. For these reasons every secondary student should make English a part of his course each year.

LITERARY SOCIETY.

Bi-weekly or monthly meetings of the high school literary society offer an excellent opportunity for effective work in English. Regular class exercises in declamations of poetry and prose, essays typical of the narrative, descriptive, and expository forms of composition, dramatizations of certain portions of masterpieces, orations and debates should be prepared for the program of the literary society. This would bring the literary society into closer touch with the regular work in English and would save most of the time that is frequently taken to prepare for such exercises.

CORRELATION OF ENGLISH COMPOSITION WITH OTHER SUBJECTS.

The aim of the English teacher to have high school students learn to spell, punctuate, paragraph, speak and write correctly is defeated unless all of the teachers of the grades and of other

high school subjects lay emphasis on the use of correct English. A lesson in mathematics may serve as excellent practice for correct diction in explaining a problem. Oral and written exercises in history can be used for the same purpose. Essays on certain topics in history ought to be substituted as part of the required work in composition. Well written translation of portions of Cæsar's Gallic War or Cicero's Orations ought to be substituted in a similar manner. The experiments to be written out in physics and chemistry during the third and fourth years make possible the giving of excellent training in English composition. Every recitation, in whatever subject, ought to be a lesson in English. Such an attitude toward the subject on the part of all of the teachers in the high school and the occasional substitution of written work in subjects other than English would give motive to the student for the constant insistence on the importance of the subject of English. The practice of having students write for no other apparent reason than learning the technique of formal compositions, is pernicious in that it causes students to hate the subject, thus defeating the end aimed at. The teacher of English should occasionally collect the compositions written in other departments and make them the basis of practical class lessons in his subject. By doing this he will be the better able to suggest to his associate members on the faculty the necessity for uniform requirements in English in the written work submitted in every subject. Intelligent, united efforts along this line would go far toward silencing the present criticism of instruction in formal English, the school being charged with turning out continually individuals who cannot spell the commonest words, paragraph, punctuate or write correctly.

HIGH SCHOOL LIBRARY.

While some schools have libraries of well-selected books and a reasonably large collection, such is not the case as often as we should like. All of our high schools should have a sufficient assortment of history, fiction, poetry, biography, and reference books. These should be selected with special reference to the needs of secondary students. Some libraries have a large pro-

portion of books that have been donated by well-meaning friends, but such books may have but slight value to the high school student.

The library ought to present a neat and orderly appearance and it is suggested that either a member of the faculty or one or more students be designated to have charge of all details connected with the library, a practice already followed where the library means much to the school's life. Those books that have become badly worn might be laid aside or destroyed as a shabby exterior does not comport with valuable content of the book nor make a suitable appeal to the student.

The high school library is an important factor in getting students interested in current events in reference books and in other books selected from the masters in literature. Daily, weekly or monthly papers and magazines create an interest in all forms of literature—scientific historical, etc. An intelligent knowledge of how to use a dictionary, an encyclopedia or other reference books, is more important than the daily getting of lessons, although the latter, in many instances, requires the former. The teacher should be the guide to the library. Frequently he can get students to read a good book by reading out of it up to the point where the student's interest is sufficiently aroused to desire to take it out of the library. Knowledge obtained from the reading of library books can be used in the formal English work, it may contribute to the clearing up of difficulties in other subjects, or it may lead to a permanent interest in good books.

COURSE OF STUDY

FIRST YEAR.

FIRST TERM.	SECOND TERM.
English literature	English literature
	Algebra
Optional studies (Select three)	*Optional studies* (Select two)
Algebra	Botany
Physical geography	Physiology
Botany	Commercial geography
Physiology	Physical geography
Commercial geography	Zoology.
Vocational subject	Vocational subject

SECOND YEAR.

FIRST TERM.	SECOND TERM.
English grammar	English literature
Algebra	Algebra
Optional studies (Select two)	*Optional studies* (Select two)
Ancient history	Ancient history
Latin or French	Latin or French
Zoology	Physology or zoology
Vocational subject	Vocational subject

THIRD YEAR.

FIRST TERM.	SECOND TERM.
Rhetoric	English literature
Geometry	Geometry
Optional studies (Select two)	*Optional studies* (Select two)
Mediæval-modern history	Mediæval-modern history
Latin or French	Latin or French
Physics or chemistry	Physics or chemistry
Vocational subject	Vocational subject

FOURTH YEAR.

FIRST TERM.	SECOND TERM.
History of English and American literature	English literature
American history and civics	American history and civics
Optional studies (Select two)	*Optional studies* (Select two)
Latin or French	Latin or French
Physics or Chemistry	Physics or chemistry
†Economics	†Economics
*Advanced algebra (or review)	*Advanced algebra (or review)
*Secondary arithmetic	*Secondary arithmetic
*Solid geometry	*Solid geometry
Vocational subject	Vocational subject

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* Half-year subjects. † One or two terms.

The following are offered merely as suggestive courses:

Literary	Agricultural	Domestic Economy	Commercial	General
		FRST YEAR.		
English	English	English	English	English
Algebra	Algebra	Algebra	Algebra	Algebra
Botany 1	Botany 2	Physical geography 1	Physical geography 1	Botany 1
Physical geography 1	Physical geography 1	Botany 2	Com'l arithmetic 2	Physical geography
Zoology 2	Agriculture	Domestic economy	Botany 1	Com'l geography 2
Latin 2			Zoology 2	
		SECOND YEAR.		
English	English	English	English	English
Algebra	Algebra	Algebra	Algebra	Algebra
Ancient history	Zoology 1	Zoology 1	Ancient history	Ancient history
Latin or modern language	Physiology 2	Physiology 2	Commercial subject	Zoology 1
	Agriculture	Domestic economy		Physiology 2

THIRD YEAR.

English	English	English	English	English
Plane geometry	Plane geometry	Plane geometry	Plane geometry	Plane geometry
Mediæval and modern history	Mediæval or modern history	Mediæval and modern history	Mediæval and modern history	Mediæval and modern history
Latin or modern language	Agriculture	Domestic economy	Commercial subject	Physics

FOURTH YEAR.

English	English	English	English	English
American history and civics	American history and civics	American history and civics	American history and civics	American history and civics
Physics or chemistry	Secondary arithmetic	Physics or chemistry	Physics or chemistry	Chemistry
Latin or modern language or science	Physics or chemistry	Domestic economy	Economics 1	Secondary arithmetic 1
	Agriculture or economics		Commercial law or Com'l geography 2	Commercial law or Economics 2

Number after subject refers to term.

ALTERNATIONS OF STUDIES BY YEARS.

We present below a plan for combining certain classes in the high school department in order to secure economy of time on the part of the teacher. This plan is suggested for the smaller schools with limited teaching force and small enrollment in high school grades. While there are some disadvantages in these combinations, the advantages seem to be strong enough to outweigh any objections that might be offered.

Subjects to be taught during session 1916-17 and all

ODD YEARS.

Grades		
8- 9	9th grade agriculture	9th grade domestic economy
10-11	11th grade agriculture	11th grade domestic economy
10-11	Physics or chemistry	

Subjects to be taught during session of 1917-18 and all

EVEN YEARS.

8- 9	8th grade agriculture	8th grade domestic economy
10-11	10th grade agriculture	10th grade domestic economy
10-11	Geometry	

Geometry and physics or chemistry will thus be presented in alternate years. One-half of the students in agriculture and domestic economy (those beginning the 8th grade in odd years) will take up these subjects in the same order as if there were four classes of each carried all the time; the other half would not have these subjects in exactly the same order, but when the course is completed these persons would have had four years of these subjects. In schools presenting all these studies, there will be a saving of five recitations per day for each year, considerably more than half the time of one teacher.

THE HIGH SCHOOL COURSE IN ENGLISH

Composition should have one-fifth of the time each year.

English Literature (Classics) given throughout the 8th year and in the second half of the 9th, 10th, and 11th years.

Formal Text in Grammar during the first half of the 9th year.

Formal Text in Rhetoric during the first half of the 10th year. (The text will be used by the student for reference during the following terms.)

History of English and American Literature during the first half of the 11th year. The text may be used for reference during the other years.

Collateral Readings. Four books during each half year.

Spelling should have a short period daily but not as a part of the regular English period, which must be full 40-minute periods. Text: Mayne's Business Speller and selected words.

Word Study. In the elementary grades two or three new words are studied each day. If this were kept up during each of the four high school years, the vocabulary of the student would be greatly enlarged.

Use of the Dictionary. When children reach the high school, they have not developed the dictionary habit, nor will they make the best use of the dictionary unless special effort to this end is made by the teacher. It is not sufficient merely to tell students that it will be useful for them to consult the dictionary freely. They do not know and cannot feel how useful this instrument can be to them, nor do they know how to make good use of it. Rather, the teacher should conduct class exercises in consulting the dictionary and develop interest and skill by so doing. For this purpose each student should have a copy of Webster's Academic Dictionary. The teacher should have a definite plan before the exercise is undertaken. Diacritical marks, pronunciation, definition, synonyms, origin of certain words, derivation of words, the fact that the dictionary defines words as nouns, adjectves, and verbs, how to turn to the word readily, etc., would serve as a basis for such drill.

Occasionally exercises would be conducted with the unabridged dictionary. (For this purpose it is desirable to have the dictionary mounted on a roller stand.) A large dictionary is a rich storehouse of information in many important lines of useful facts, besides the definitions of words, and the student should know how to make this information available.

THE TEACHER'S PROGRAM.

The week's time-table or program should be so arranged that the teacher of English may have periods for consultation with pupils during school hours. This personal contact with the pupils will make it possible for the teacher to aid the pupil in the particular point most needed. Indeed, where it is at all possible, double periods (say two a week for each class) for English classes would be a source of strength for this most important part of school work. We all insist on double periods to that extent for all science and practical subjects as being essential to proper work in them. It has been assumed, doubtiess, that students are able to make preparation in the English without the guidance or assistance of a teacher and it will be accepted that pupils can make some kind of preparation after a proper assignment of work by the teacher; but the best preparation and the surest progress in the technique and interpretation of English ought to be guaranteed as nearly as possible by the program of the teacher as well as that of the pupil. A subject as practical, as difficult, and as essential as English should be planned on the most liberal basis.

AIMS OF THE HIGH SCHOOL COURSE IN ENGLISH.

The particular results to be sought may be somewhat specifically indicated as follows:*

I. In general, the immediate aim of secondary English is threefold:

(a) To give the pupil command of the art of expression in speech and writing.

(b) To teach him to read thoughtfully and with appreciation, to form in him a taste for good reading, and to teach him how to find books that are worth while.

(c) To develop proper ideals of character through the moral and spiritual truths of noble literature.

These aims are fundamental; they must be kept in mind in planning the whole course and applied in the teaching of every term.

*This outline, somewhat modified, appeared in English Journal for October, 1912, and was prepared by Allan Abbot, Horace Mann High School, Columbia University.

II. Expression in speech includes:

(a) Ability to answer clearly, briefly, and exactly a question on which one has the necessary information.

(b) Ability to collect and organize material for oral discourse on subjects of common interest.

(c) Ability to present with dignity and effectiveness to a class, club, or other group, material already organized.

(d) Ability to join in an informal discussion, contributing one's share of information or opinion, without wandering from the point and without discourtesy to others.

(e) For those who have or hope to develop qualities of leadership, ability after suitable preparation and practice, to address an audience or conduct a public meeting, with proper dignity and formality, but without stiffness or embarrassment.

(f) Ability to read aloud in such way as to convey to the hearers the writer's thought and spirit and to interest them in the matter presented.

NOTE.—All expression in speech demands distinct and natural articulation; correct pronunciation; the exercise of a sense for correct and idiomatic speech; and the use of an agreeable and well-managed voice. The speaker should be animated by a sincere desire to stir up some interest, idea, or feeling in his hearers.

III. Expression in writing includes:

(a) Ability to write a courteous letter, according to the forms in general use, and of the degree of formality or informality appropriate to the occasion.

(b) Ability to compose on the first draft a clear and readable paragraph or series of paragraphs, on familiar subject matter with due observance of unity and order and with some specific detail.

(c) Ability to analyze and to present in outline form the gist of a lecture or piece of literature, and to write an expansion of such an outline.

(d) Ability, with some time for study and preparation, to plan and work out a clear, well-ordered, and interesting report of some length upon one's special interest—literary, scientific, commercial, or what not.

(e) For those who have literary tastes or ambitions, ability to write a short story, or other bit of imaginative composition, with some vigor and personality of style and in proper form to be submitted for publication, and to arrange suitable stories in form for dramatic presentation.

NOTE.—All expression in writing demands correctness as to formal details, namely, a legible and firm handwriting, correct spelling, correctness in grammar and idiom, and observance of the ordinary rules for capitals and marks of punctuation; the writer should make an effort to gain an enlarged vocabulary, a concise and vigorous style, and firmness and flexibility in constructing sentences and paragraphs.

IV. Knowledge of books and power to read them thoughtfully and with appreciation includes:

(a) Ability to find pleasure in reading books by the better authors, both standard and contemporary; with an increasing knowledge of such books and increasing ability to distinguish what is really good from what is trivial and weak.

(b) Knowledge of a few of the great authors, their lives, their works, and the reason for their importance in their own age and ours.

(c) Understanding of the leading features in structure and style of the main literary types, such as novels, dramas, essays, lyric poems.

(d) Skill in the following three kinds of reading and knowledge of when to use each:

1. Cursory reading, to cover a great deal of ground, getting quickly at essentials.
2. Careful reading, to master the book, with exact understanding of its meaning and implications.
3. Consultation, to trace quickly and accurately a particular fact by means of indexes, guides, and reference books.

(e) The habit of weighing, line by line, passages of special significance, while other parts of the book may be read but once.

(f) The power to enter imaginatively into the thought of an author, and interpreting his meaning in the light of one's own experience, and to show, perhaps by selecting passages and reading them aloud, that the book is a source of intellectual enjoyment.

NOTE.—All book work should be done with a clear understanding, on the student's part, as to what method of reading he is to use and which of the purposes mentioned above is the immediate one. To form a taste for good reading it is desirable that a considerable part of the pupil's outside reading be under direction. To this end lists of recommended books should be provided for each grade of term. These lists should be of considerable length and variety to suit individual tastes and degrees of maturity.

V. The kinds of skill enumerated above are taught for three fundamental reasons:

(a) Cultural. To open to the student new and higher forms of pleasure.

(b) Vocational. To fit the student for the highest success in his chosen calling.

(c) Social and ethical. To present to the student noble ideals, aid in the formation of character, and make him more efficient and actively interested in his relations with and service to others in the community and in the nation.

NOTE.—These fundamental aims should be implicit in the teacher's attitude and in the spirit of the class work, but should not be explicitly set forth as should the immediate aim of each class.

COMPOSITION.

TIME.

This subject is to have approximately one-fifth of the time given to English throughout the four years. This can be secured by giving a portion of two or more periods during the week or by taking an entire period once a week.

Method.

Oral Composition. Throughout the work in composition much emphasis should be given to oral composition. Training in oral composition deserves large consideration both because it not only prepares for better written composition but it is the kind of discourse most generally used. In oral composition there is an absence of mechanics to be considered. The student will have nothing before him but the theme and what he is thinking about the theme. It is the form of discourse he is most familiar with and the one he feels the least embarrassment in using. By having the individual present what he wishes to say under some three or four heads, he will arrive at a natural discovery that discourse of length will have natural breaks, and discover the necessity for paragraphing. Some teachers think that because nearly all recitations are conducted in oral form, it may be assumed that sufficient practice in oral composition may receive minor attention in the formal composition work. This position is not well taken. Much of the ordinary recitation is of the question and answer kind, with brief answers in most cases—indeed, often only one word. Even when presented in the topic form, the recitation may not serve to improve the manner of expression. The teacher will be giving special consideration to certain facts to be expected in the answer, and faulty expression passed over without being noticed. Fluency and skill in oral expression will come only from much practice with strict adherence to the principles of discourse.

Written Composition.—Themes. Probably one-half of the success in handling written composition is in having subjects that make an appeal to the student. There should be a great many topics relating to that which is near, recent, and arising from common personal experiences at home, at school, on the road or street, in the games, sports, or social occasions. Also good topics can be found in the literature, history, or science or vocational subject being pursued. Mainly, compositions should deal with things students already know much about, or are finding out in the regular work of the school; so that the work as related to composition will lie in the matter of putting ideas into organized form and expressing them in appropriate and forceful language.

What to Do with the Written Themes. It would seem to be a good practice to center attention on some particular feature, when making corrections. First, let us suppose we emphasize content, handling several sets of themes without noticing so very critically the errors of speech. (In this case the papers would remain in the hands of the teacher.) This would be designed to impress on the pupils that they must not merely say something, but something that is worth while. Next, the quality of unity might be impressed, then the more common errors of grammar or structure might be taken up independently of theme writing as well as in connection with it. Such a plan would avoid embarrassment and place emphasis upon the particular point being considered and lead to more definite knowledge and grasp on the part of the student. Where all things are stressed at the same time nothing receives emphasis.

While we believe it is desirable to correct all the errors of all the papers sometimes, requiring some to be recast, the teacher's time should be used judiciously. To spend all or a great part of the time in correcting errors in the written themes would not allow time for plans and constructive schemes for making errors less frequent. *One* pupil is being taught through the corrections. Find out how to teach the entire class in the most effective way. We believe in corrections but we believe also in teaching—especially good teaching. When corrections are made the teacher should see that the pupil really gains knowledge and power from the corrections.

Generally, *constructive* criticism is *better* than *destructive* criticism, and to praise what is worth praise is better than to deal harshly with the inferior. It is well to call attention to the features wherein a composition or a part of a composition has merit, and to do this in an impersonal way. Such could be read to the class by the teacher or one of the pupils, or, if brief, placed on the board. This exhibition of it gives an opportunity to point out clearly wherein the excellence exists. In a similar way a sentence or paragraph presenting a common error could be placed on the board and recast, thus placing the faulty and improved constructions in sharp contrast.

The Teacher Must Not Expect Too Much of the Pupil. It is important for the teacher to measure the performance of the pupil by pupil standards rather than by absolute standards. Excellence is the goal but present attainments and capacity of the pupil are the measure of what is to be expected from him. It is easy to be too severe and critical when thinking of how far short the pupil comes from the ultimate degree of skill desired on the part of the instructor. The spelling, punctuation, grammar, structure, and content in the written work of the eighth grade will fall below that of the ninth grade, and that below the tenth, etc. To keep this in mind may avoid discouragement of both teacher and pupil.

Purpose and Motive. Before a pupil undertakes to write on a subject the purpose and point of view should be made clear. With no more definite purpose before him than is indicated in the topic would be difficult for the student to find a place to begin and there would doubtless be a lack of unity. The following will illustrate what we mean by getting the purpose and the point of view:

Subject—Good Roads.
Purpose—To show saving in teams, vehicles, and time.
Point of View—That of a farmer.

Subject—Good Roads.
Purpose—To show how they remove isolation from living in the country and add to its attractiveness.
Point of View—That of the farmer's family.

Subject—Good Roads.
Purpose—To show materials from which made in Louisiana.
Point of View—That of the road engineer.

Subject—Good Roads.
Purpose—To show the cost of different kinds, and the kind most feasible for the immediate section.
Point of View—That of the citizen and taxpayer.

The purpose and point of view being established, the teacher should, by skillful questions, lead the pupil to consecutive thought, remembering that time given to preparation for writing is of far greater value than an equal amount of time spent in correcting themes.

It would be helpful for the teacher to provide herself with a number of large envelopes in which to file, under suitable headings, topics for oral and written discourse, consisting of clippings, references to passages in various books, some of the best outlines and exercises done by the class, topics from modern books on composition, as many topics as may be suggested by teacher or student that refer to local geography, history, industry, play and school activities.

The next important thing is to select such subjects and the particular treatment that will put motive into the composition. The expression of a real life interest and listeners to be instructed or entertained bring inspiration and enthusiasm for the best effort, and give theme writing reality and worthwhileness.

Mr. Jesse B. Davis, principal of the Central High School of Grand Rapids, Michigan, has made a practical use of motivation by relating to his course in theme writing a plan of vocational and moral guidance. His purpose is to inject a life interest into theme writing by requiring pupils to study their environment and themselves. Thus they may become of greater usefulness to the community in which they live.

This phase of theme writing does not exclude other forms and occupies only about one-fourth of the time given to composition. Each year has a main topic and around it are grouped other related topics. The following outline is suggestive of the main features of the plan.

First Year. Main topic, Elements of Success in Life.

The class studies the lives of successful men and women for the purpose of discovering the habits of life and of work that have contributed to their greatness. Lists of these characteristics are made out and form the basis for studying and writing about the fundamental elements of success. Such topics as the following have been used:

How could I earn my living if I were to leave school now?

The business asset of personal appearance, good manners, and cheerfulness, etc.

Second Year. Main topic, The World's Work; A Call to Service.

Various occupations of men and women.

How to choose a vocation, etc.

Third Year. Main topic, Preparation for Life's Work.
Topics relating to business and professional ethics.
Fourth Year. Main topic, Social Relations.
What is meant by the patriotism of peace?
Why should I be willing to pay taxes?
Public office is a public trust.
What does it mean to be a good citizen?

Suggestions as to the use of the text (Brooks-Hubbard in the hands of the teacher only during the first two years).

Eighth Grade—(Pages refer to Brooks-Hubbard's Composition and Rhetoric).

First Month—Letter writing, pp. 171-194.
Second Month—The whole composition, pp. 153-171.
Third Month—Expression of ideas, pp. 11-28.
Fourth Month—Use of dictionary for word-study.
Second Term—Special topics in grammar as needed by class.
Purpose of composition; pp. 113-153.

Ninth Grade:—
Letter writing.
Expression of ideas through imagination, pp. 29-44.
Expression of ideas through language, pp. 45-113.

GRAMMAR

Text: Smith's Our Language Grammar.

Time.

During the first term of the ninth year, the work in literature will give place to the formal text in grammar.

While the formal text in grammar is being given only in the first half of the 9th grade, it is not intended that this will be the only advance the student will make in the knowledge of correct forms of speech. Probably the large divergence between the amount of time that has for years been given to formal grammar and the results that have come from the custom has been due to the fact that there was much theory about language with small opportunity for putting the theory into practice. It might be said that it was a stuffing process where the student was gorged beyond his capacity to assimilate. The study of grammar that does not improve the ability and the practice as

relates to good English cannot be justified. The thing the child needs is not merely a body of theory more or less well digested; he needs ability to *use* the elements of a sentence so as not to offend good taste and the ability to use those elements in a way to convey his meaning timply, clearly, and, when needed, forcefully.

Now, we believe that proper grammatical usage can and should be taught in composition work, and to some extent in the literature work. When a grammatical fault has been committed an opportunity is presented to bring the correct form strongly to the attention of the student. He will feel more keenly the need of the knowledge then and will take hold of the principle more thoroughly. There will be the discovery that grammar has really practical value to the student, and that discovery will arouse a livelier interest in what it has to teach. In this way, too, there is not a surplusage of theory, but just the theory or principle that has immediate value.

Now and then the teacher might assign the entire lesson to work in grammar, especially when there is discovered a lack of ability to grasp the relation between the relative pronoun and the antecedent, the agreement of the verb with the subject, or the use of the past participle, etc.

Garig Drill Book in the hands of the teacher will prove helpful. (Address The Book Store, L. S. U., Baton Rouge, La.)

LITERATURE FOR CLASS STUDY.

Time.

Throughout the 8th grade, and during the second half of the 9th, 10th, and 11th grades.

Amount.

For some years there has been an average of two classics for each half session, which gives sixteen selections during the four years. In the reorganized course in English it is not desired that less literature would be given. Some authorities believe that not more than a month should be given to a classic if the interest is to be sustained. This would mean about four classics for each half session. There are now given five half sessions

to literature, two in the 8th grade and one in each of the other grades, which would give a total of twenty classics for the high school course. This does not seem excessive. If the school gives six classics during the 8th grade and three during each of the following years, the total would be sixteen as at present. We believe it would be right to expect the number of classics studied in class to be between sixteen and twenty.

Aim in the Teaching of Literature.

The following is quoted from Chubb's The Teaching of English:

"During such a germinal period (the four years of High School) Literature may exercise its maximum of humanizing influence; and how it may be used to this end should, to our mind, be the leading concern of the teacher. The statements that one commonly meets of the aims that should control the teaching of English in the High School are, we hold, not only inadequate but misleading. For example: the teacher of English, we are told by an accredited authority, is 'to introduce his pupils to English literature; to awaken the dormant language sense, the linguistic consciousness, with reference to the mother-tongue; to stimulate and direct the ambition for neat and comely expression.' So far, so good; but not far enough. And to the same effect is this statement by another concerning literary aims: the reading done 'will have for its main purpose the cultivation of a taste for the best books, and the inculcation of the habit of always having good books to read'. Again, good, but not good enough.—there is not enough red blood in it. We must get behind this booky view to the large human view, and hold steadily to it; the view that finds expression in the great masters and critics of letters. Let us take one instance of it from an impressive source, the master critic of modern times, Sainte-Beuve: 'I hold very little to literary opinions. Literary opinions occupy very little place in my life and in my thoughts. What does occupy me seriously is life itself and the object of it.' This is cited by a disciple, Matthew Arnold, who takes the same attitude, holding that poetry, Literature generally, is to be appraised according to its soundness as a criticism of life. And these two

men are above suspicion on literary grounds; both had an exquisite sense of the beauty of literary art and of the excellence of style. Let us, too, then, use Literature in this spirit to aid our young men and young women to interpret life, to see life, to respond to the spectacle and drama of life."

While the classics studied present many excellencies to be noticed in the discrimination in the use of words, structure of sentences, and other elements of strength and beauty, it must not be forgotten that this is not the primary reason for the study of literature. The essence of life in a piece of literature consists in the appeal it makes to our emotional, æsthetic, or moral sense. It is spirit speaking to spirit, and no treatment would be satisfactory that clouded the appeal, or stopped short of giving its essential truth.

ENGLISH LITERATURE.

(First Year—First Half.)

Text: Elson's Grammar School Reader, Book IV for Eighth Grade.

This book is in three parts. Part I has choice poetic selections under such heads as Famous Rides, Studies in Rhythm, Nature, etc. Part II contains longer selections from Great American Authors. Part III has Patriotic Selections, Orations, etc.

Because of the organization, variety, and suitability of the selections this text should be very serviceable in this place.

There are many helpful suggestions for study in connection with the different selections. There ought to be much reading aloud and drill in expression, especially in connection with the poetic selections. There are many pieces suitable to be memorized. These ought to be committed to memory and drilled on often, both for their intrinsic merit and for valuable drill in expression.

Suggested for collateral reading:

1. Men of Greece—Hall.
2. Cuore—D'Amicus.
3. Enoch Arden—Tennyson.
4. The Man Without a Country—Hale.

5. Wonder Book—Hawthorne.
6. Westward Ho!—Kingsley.
7. Sketch Book—Irving.
8. The Other Wise Man—Van Dyke.
9. Robinson Crusoe—Defoe.
10. Gulliver's Travels—Swift.
11. Boys who became Famous Men—Skinner.
12. Life of Agissiz.
13. The Yemassee—Simms.
14. Horse-Shoe Robinson—Kennedy.

(First Year—Second Half.)

For Class Study: Three or four of the following, depending upon the length: Vision of Sir Launfal, Deserted Village, Gareth and Lynette, etc., Lady of the Lake, A Tale of Two Cities, Treasure Island, Sohrab and Rustum, Irving's Sketch Book.

Suggested for collateral readings:

1. Ivanhoe—Scott.
2. The Silver Christ—Ouida.
3. Jungle Book I, and II—Kipling.
4. Don Quixite—Cervantes.
5. Dickens's History of England.
6. My Study Window—Lowell.
7. Birds and Bees—Burroughs.
8. Memorabilia—Xenophon.
9. Apology of Socrates—Plato.
10. Private Life of the Romans—Preston and Dodge
11. Greek Heroes—Kingsley.
12. Gold Foil—Holland.
13. Swallow Barn—Kennedy.
14. To Have and to Hold—Mary Johnston.

(Second Year—Second Half.)

For Class Study: Three or four of the following selections, depending upon the length. Three or four weeks for a piece of average length should be sufficient time: Quinten Durward, Vicar of Wakefield, Ivanhoe, Sir Roger de Coverly Papers in the Spectator, Lays of Ancient Rome, Last of the Mohicans, Poe's Tales, Odyssey, As You Like It, Merchant of Venice.

Suggested for collateral readings: First Half.

1. Translations from the Iliad (Books I, VI, XXII, XXIV—Pope).
2. Twice Told Tales—Hawthorne.
3. Kenilworth—Scott.
4. The Struggle for a Continent—Parkman.
5. Young Folks' Plutarch—Ginn.
6. Being a Boy—Warner.
7. Innocents Abroad—Mark Twain.
8. The Last Days of Pompeii—Lytton.
9. Ben Hur—Wallace.
10. Treasure Island—Stevenson.
11. Odyssey—Homer.
12. Shakespeare the Boy—Rolfe.
13. Poe's Tales.
14. In Old Virginia—Page.

Suggested for collateral readings: Second Half.

1. Marmion—Scott.
2. Kidnapped—Stevenson.
3. Tom Brown at Rugby—Hughes.
4. Rienzi—Lytton.
5. Beside the Bonnie Brier Bush—Maclaren.
6. Tales of a Traveler—Irving.
7. Two Years Before the Mast.—Dana.
8. Rab and His Friends—Dr. John Brown.
9. Brave Little Holland—Griffis.
10. Sharp Eyes—Burroughs.
11. Girls and Women—Chester.
12. Betty Alden—Austen.
13. Surry of Eagle's Nest—Cooke.
14. Mohun—Cooke.
15. The New South—Grady.

Third Year—Second Half.)

For Class Study: Three or four, according to length, of the following selections:

Idyls of the King (Lake Classics, Scott, Forsham & Co.), Silas Marner, Cotter's Saturday Night, Short Stories, House of

Seven Gables, Emerson's Essays (Selections), Shakespeare's Julius Cæsar, Macaulay's Life of Johnson, Palgrave's Golden Treasury (first series, book IV), with special attention to Wordsworth, Keats, Shelley, and Byron; Washington's Farewell Address, Webster's First Bunker Hill Oration, and Carlisle's Burns.

Suggested for collateral readings: First Half.

1. The Newcomes—Thackery.
2. The Autocrat of the Breakfast Table—Holmes.
3. Our Old Home—Hawthorne.
4. The Choir Invisible—Allen.
5. Snow-Bound—Whittier.
6. Adam Bede—Eliot.
7. Locksley Hall—Tennyson.
8. Henry VIII—Shakespeare.
9. Virginibusque Puerisque—Stevenson.
10. Quo Vadis—Sienkiewicz.
11. Opium Eater—DeQuincey.
12. Washington and His Country—Irving and Fiske.
13. Essays—Emerson.
14. Half Hours in Southern History—Hall.
15. The Prophet of the Great Smoky Mountain—Craddock.

Suggested for collateral readings: Second Half.

1. True Story of Paul Revere—Gettemy.
2. Transit of Civilization—Eggleston.
3. Winning of the West—Roosevelt.
4. Commemoration Ode—Lowell.
5. In Memoriam—Tennyson.
6. The Hoosier Schoolmaster—Eggleston.
7. The Story of a Bad Boy—Aldrich.
8. My Summer in a Garden.
9. Les Miserables—Hugo.
10. Uncle Remus, His Songs and Sayings—Harris.
11. Red Rock—Page.
12. True Tales of Arctic Heroism—A. W. Greeley.
13. Boots and Saddles—Elizabeth Custer.
14. Life of David Livingston—C. S. Horne.

(Fourth Year—First Half.)

HISTORY OF ENGLISH LITERATURE.

Text: Tappan's England's and America's Literature (Houghton Miffin & Co.), Newcomer-Andrews's Twelve Centuries of English Poetry and Prose (Scott Foresman & Co., Chicago, or Hansell, New Orleans) in the library for daily use.

There should be three or more copies of the latter in the library, one being for the teacher's use. It is a large volume and is well adapted to be used as a companion volume of the History of Literature. Note carefully what is said below about the treatment that should be given to the history of literature. Do not expect pupils to commit to memory unimportant details and do not give equal emphasis to all portions of the text. Have sufficient copies of the Twelve Centuries of Poetry and Prose in the library to meet the needs of the class, and make copious reference to this and other available books in the library.

HISTORY OF ENGLISH AND AMERICAN LITERATURE.

The teacher is not expected to take up everything in the text as would be done with a text in ancient or modern history. Literary movements should be studied rather than individual authors. Follow the course of development of English literature with emphasis upon the characteristics of the more prominent periods. Make an intensive study of a representative author and group the other authors of the same period about him. The dates of the birth and death of minor authors and much of their biography should not be assigned for recitation work. The students would merely read the reference to the minor authors and be able to recite any important matter that would aid them in appreciating the literature of the period. Such matters the teacher might call attention to when assigning the lesson. There should be much reading of short pieces and selections of representative authors, for it is the literature itself that is the matter of study; nor would it seem to be at all profitable to speak or write ever so learnedly about the qualities and literary merits of a piece of literature by the use of borrowed opinions alone. As the text

discusses the qualities or merits of a piece of literature, it would seem fair, sensible, and necessary that the student have access to that piece of literature in the interest of any real understanding of the discussion and in the interest of a real mastery and growth in the appreciation of literary qualities. In addition to any other books that may be available to the student for this kind of study, every school library should have three or more copies of Newcomer-Andrews's Twelve Centuries of Prose and Poetry (Scott, Foresman & Co., Chicago, or Hansell, New Orleans).

The following will give definite suggestions on the use of Newcomer-Andrews's Twelve Centuries of English Poetry and Prose as a companion volume of Tappan's England's and America's Literature. The chapter numbers refer to Tappan's text and the page numbers refer to Newcomer-Andrews's text. Where the direction says "read" it means that the pupils will read carefully as a part of the lesson assignment. Sometimes it will be well to have reading aloud in class to bring out and impress the characteristic or excellence of the selection. It will be well for the teacher to read to the class occasionally as an example of good reading and in order to secure a better interpretation.

It may be that the class can familiarize themselves with more of the selections representing the different periods than we have indicated. The teacher should plan this work to suit the capacity of the class, adding such selections as seem desirable.

(Fourth Year—First Half.)

Chapter I. Early English Period.

Read Beowulf (page 1).

Chapter III. Chaucer's Century.

Teacher should read to class selections from Chaucer's Prologue from the Canterbury Tales (page 43).

Chapter IV. The People's Century.

Read Everyman (page 84).

Teacher should read to class one or more ballads (pp. 69-80).

Chapter V. Shakespeare's Century.

Read lyrics from Wyatt (p. 125), Sidney (p. 142).

Marlowe (p. 146), and Shakespeare (p. 147-148).

Read Macbeth. Read as parallel one comedy and one history play which have not been read in the high school course.

Chapter VI. Puritans and Royalists.

Teacher should read Bacon's Essay on Studies (p. 212) and, if pupils are interested, essays on Friendship (p 213) and Revenge (p. 217).

Read Ben Jonson's lyrics (pp. 149, 150); Milton's L'Allegro and Il Penseroso; lyrics from Herbert (p. 220), Vaughn (p. 223), Suckling (220), Lovelace (220), Herrick (221).

Chapter VII. The Century of Prose.

Teacher should read or quote famous passages from Pope's Essay on Criticism (307) and Essay on Man (319). Read De Coverly Papers (295), Gray's Elegy (247), and best known of Burn's poems (401-414), Samuel Johnson (358-360), Boswell's Johnson (363), Goldsmith's Deserted Village (373).

Chapter VIII. Century of the Novel—The Romantic Period.

Read Poems from Wordsworth (415, 423, 424) and Shelley (478-479); Coleridge's Ancient Mariner (428); Byron's Prisoner of Chillon (453).

Read some lyrics or short poems of Tennyson (567-598); Browning (498-631).

AMERICAN LITERATURE.

Chapter II. Revolutionary Period.

Read Franklin's Autobiography.

Chapter III. National Period.

Read or review selections from Irving's Sketch Book. Read Bryant's poems; Hawthorne's Wonder Book; Longfellow's short poems; Webster's First Bunker Hill Oration; Vision of Sir Launfal and short poems by Lowell; Poe's best known poems.

Teacher should read to class typical poems of Lanier and other Southern poets.

NOTE.—Teacher should make use of the classics that have been read in the previous grades.

(Fourth Year—Second Half.)

For Class Study: Three or four, according to length.

Burke's speech on Conciliation with America.

Shakespeare's Macbeth.

Shakespeare's Hamlet.

Familiar Letters (Lake Classics Series, by Scott Forsman & Co., Chicago).

Emerson's Essays (Lake Classics Series, by Scott Forsman & Co.).

Suggested for collateral readings: Fourth Year.

1. Egyptian Princess—Ebers.
2. Peasant and Prince—Martineau.
3. Roman Life in the Days of Cicero—Church.
4. How the Other Half Lives—Riis.
5. Hero Tales from American History—Roosevelt and Lodge.
6. Intellectual Life—Hamerton.
7. Prue and I—Curtis.
8. Romola—Eliot.
9. Vanity Fair—Thackery.
10. Paradise Lost, Books I and II—Milton.
11. Poets of the South—Painter.
12. Col. Carter of Cartersville—F. H. Smith.
13. New Orleans: The Place and the People—King.

Collateral Readings.

It is required, as a minimum in the English course, that eight standard volumes be read and reported on by each student in each of the high school years, making thirty-two books thus read under the supervision of the teacher of English. This is a most wise provision of our course of study. To form an acquaintance with and a more or less intimate knowledge of that number of books of an accepted literary quality is a means of culture of no small value. This should result in a pretty fair introduction to literature and should do much to form the taste for standard works. This result, however, would be defeated if there were a lack of suitable books in the school library at the disposal of teacher and children. When children have to get books where

they can—from the home library, or borrow from some one—the books read are not likely to be particularly well selected for this purpose. Every school should have all the books needed for these readings and selections should be made under the firm guidance of the teacher of English. No other plan should be considered. It has been observed that through this plan of collateral readings many students have become readers of good literature and acquired a taste and habit for reading that they never would have acquired without this systematic effort on the part of the school. This course of reading should have very high practical value upon the student's knowledge of English and his power to use it. It should add greatly to the richness of the regular class work in the different features of English studied in the high school.

REFERENCE BOOKS.

1. Chubb's Teaching of English. Macmillan & Co., New York.
2. Carpenter, Baker, and Scott's Teaching of English. Longman's Green & Co., New York.
3. McMurry's Reading of English Classics. Macmillan Co., New York.
4. Laurie's Language and Linguistic Method. Macmillan Co., New York.
5. Report of the Committee of Ten. American Book Company, Cincinnati, Ohio.
6. Report of the Committee on College Entrance Requirements. D. W. Springer, Sec. N. E. A., Ann Arbor, Mich.
7. Webster's Elementary Composition. Houghton Mifflin & Co., Boston, Mass.
8. Webster's English for Business. Newson & Co., New York.
9. Two or three additional modern texts on composition, grammar, rhetoric, and the interpretation of literature.
10. Twelve Centuries of Prose and Poetry by Newcomer—Andrews's (Selections). Scott Forsman & Co.
11. Margaret Ashman—Composition in the High School (First and Second Years). Bulletin of the University of Wisconsin.
12. English Journal. University of Chicago.

(All of these should be accessible to the teacher.)

LATIN

The course in Latin extends over three years (five times a week), beginning with the second year in the high school.

Texts: First Year—Gunnison and Harley's First Year Latin.
Second Year—Gunnison and Harley's Cæsar (Four books).
Third Year—Gunnison and Harley's Cicero (Six orations)

General Statement.

The teacher should be interested in the subject and prepared to handle it, and no one else should try. There are teachers that drive and those that lead and inspire. Undoubtedly, the latter will have the better results.

Success in the Latin course will depend largely upon the manner in which the work of the first year is done; thoroughness here is *absolutely* indispensable. The content of the first book must be mastered if the student is to have any ease or pleasure or profit from the second and third year's work in Cæsar and Cicero. The student that has only a smattering of the first year Latin will make a failure of the second or will become discouraged and drop out. To have thoroughness it is important that every lesson from the first be learned. Do not assign an advance lesson until the teacher is satisfied with the preparation of the old one, though the form of the old lesson may be changed. It requires hard work to learn a language like Latin, but the results will justify the effort put forth to do successful work in it.

Drill, repetition, drill, review, and more review will be needed, but it will largely rest with the teacher to see that these drills and reviews are accompanied with the proper amount of study, interest, and zest. Of course, the review that has newness of material or treatment so as not to reveal glaringly that it is a review that will have the best preparation and will best keep alive the interest.

Teachers should study how to avoid the great loss of time in the recitation caused by the poor preparation of the lesson. There is more time lost on this account in poor recitations in

Latin than possibly in any other school subject. The long lapse between the question and answer defeats the opportunity for the amount of drill needed to fix the lesson. The teacher need not blame the children here unduly, but rather seek for the cause in method, assignment (either as to content or quality), attitude toward the children and the subject, and the teacher's own preparation. A constructive policy along these lines will get farther than fault finding.

First Year—Adopted Text: Gunnison and Hadley's First Year Latin.

It is suggested that pupils mark all long vowels in all exercises during the first year.

Forms.

The inflections found in the different declensions and conjugatnons must be thoroughly familiar before substantial progres can be made. Case endings, tense signs, and personal verb endings can be recognized only by close observation and constant drill. Frequent oral and written drills and tests are necessary to fix these forms in memory.

Pronunciation.

The Latin pronunciation is preferred. A great deal of practice is necessary to familiarize students with the pronunciation.

Syntax.

Principles of syntax learned in English grammar should be employed constantly to re-enforce corresponding constructions in Latin. The learning and application of principles of syntax found in Latin can and should be made an invaluable aid in learning and applying technical English grammar.

Prose.

There should be daily practice in translating easy English sentences into Latin. Translations from English into Latin are much better tests of the student's knowledge of vocabulary, forms and syntax than translations from Latin into English. Great emphasis should therefore be placed on this kind of translation. Too frequently this method, on account of its difficulties, is neglected.

Variety should characterize the testing, oral and written, of what has preceded.

At first, students should be trained to verify their work by means of the book and then gradually to discard the book and rely very largely on the accuracy of their knowledge.

Vocabulary.

A systematic effort to build up a vocabulary should be made from the beginning. A certain number of Latin words should be committed to memory regularly and there should be frequent drill on those learned previously. For the sake of interest and for the sake of having a comprehensive basis for subsequent reading there should be sufficient variety and copiousness in the vocabulary of the elementary course. Seven or eight hundred words, exclusive of proper names, in the possession of the pupil for ready use are ample.

Translation.

The student should be taught early how to get the thought from the Latin order of words before translating. Careful oral and silent reading of Latin will aid the student in becoming accustomed to this mode of expression. Discrimination of synonyms and idioms must be insisted on from the beginning to get the best English translation. In most instances, English words similar in form to the Latin should not be accepted. The primary aim in translating Latin into English is not mere thought-getting, but getting "the most discriminating interpretation of the passage in hand as language and literature." Sharp, definite, specific translations of Latin phrases and sentences create effective habits of correct thinking and expression. Detached sentences should constitute the earliest practice in translation. As the student's knowledge of Latin construction increases, the complexity of the sentences to be translated should increase.

Reviews.

Too much stress cannot be laid upon the necessity of frequent oral and written reviews. Opportunities to test must be made. The superficial getting of daily lessons will not answer. A student either knows or does not know what he has been studying.

There is no middle ground. Upon the thoroughness with which the elementary work in Latin is done depends the quality of the work in Cæsar and Cicero.

SECOND YEAR.

Adopted Text: Gunnison and Harley, Cæsar.

Amount to Be Read.

Any four books of Cæsar's Gallic War, preferably the first four, are recommended as a minimum requirement. The order in which the books are read may be changed. Some teachers prefer to read Books II and III first on account of their greater simplicity.

Translation.

The student should now have greater ability to get the thought of the author in the Latin sentence order before translating. A literal translation should be encouraged to show the student's knowledge of constructions. Then the best idiomatic English should be required. For the student's guidance in method of attack and manner of rendering in the best English, the teacher should occasionally translate some sentence in the lesson or some other passage in Cæsar. A loose Latin sentence oftentimes requires several short English sentences to express the same thought. To get the unity of the narrative the teacher should read aloud to the class a translation of the work previously covered.

Translation at Sight.

To secure greater facility in getting the thought from the Latin sentence order and expressing the same in genuine English, translations at sight of a portion of the lesson for the following day or some portion of a book not prescribed for regular class study are helpful. Care should be taken to avoid the selection of too difficult Latin for this purpose.

Correlation.

Occasionally, the translation of a chapter, or a portion of a chapter, illustrative of a unit in narration, description, or expo-

sition, should be written out carefully by the class to serve as part of the composition work in English for the second year.

Setting.

Before taking up the narrative of the Gallic War its biographical, historical, and geographical setting should be traced in reference books and on maps. All references in the text to these different phases should be looked up by the pupils. Study the Roman military system and discuss with the class its means and methods of operation. Students will be intrested in Cæsar's motives, the method and success of his plans. Sidelights on Celtic, Gallic, and Roman institutions add interest to the narrative.

THIRD YEAR.

Adopted Text: Gunnison and Harley, Cicero.

Formal Work.

Systematic work in Latin grammar (regularly assigned lessons), prose compositions (one period a week), and sight translations, as recommended for the second year, should be continued.

Amount to Be Read.

A minimum requirement of six books, including the first four Orations against Cataline, is recommended.

Setting.

A study of this period of Roman history is essential. The struggle between the aristocracy and the forces of the Republic must be understood before the student can properly appreciate Cicero and his Orations. Cicero's antecedents, his life, training and environments are appropriate subjects of investigation, study, and discussion. The workings of the Roman constitution, the functions of public officials, and legislative bodies may well be made subjects of study. The student should know the meaning of such terms as consul, prætor, ædile, censor, tribune, quæstor, Comitia Centuriata, Comitia Tributa, and Concilium Plegis.

Correlation.

Discussions of Cicero's position in the social and political struggle of his time, the just or unjust position of the patrician class vs. the plebeian class, or vice versa, can and should be correlated with the fourth year work in English. No better material for argumentation can be found. The literary value of Cicero's Orations as models of style, proportion, and unity should be studied.

The interest aroused by such a many-sided study of the author and his works will more than outweigh the irksomeness of a mere formal and mechanical study of Cicero's Orations.

MODERN FOREIGN LANGUAGES

French.

Three years of French are provided beginning with the second high school year and continued throughout the course five periods a week.

A large variety of classics in French is offered to meet the needs of individual schools, and afford an opportunity for choice in the selection of text.

A ready speaking knowledge of the modern foreign language taught is an invaluable asset to the teacher. In French-speaking communities it is all the more necessary for the teacher of French to know the vernacular correctly.

The paragraphs on *aim of the instruction* and *work to be done* are quoted from the Report of the Committee of Twelve.

FRENCH.

First Year French.

Adopted text for the first year: Fraser and Squair's Shorter French Course (Heath & Co., Atlanta, or Hansell, New Orleans).

Reader: Le Francais et sa Patrie by Talbot (B. H. Sanborn & Co., Chicago, or Hansell, New Orleans.)

The Work to Be Done.—During the first year the work should comprise:

1. Careful drill in pronunciation.

2. The rudiments of grammar, including the inflection of the regular and the more common irregular verbs, the plural nouns, the inflection of adjectives, participles and pronouns; the use of personal pronouns, common adverbs, prepositions, and conjunctions; the order of words in the sentence, and the elementary rules of syntax.

3. Abundant easy exercises, designed not only to fix in the memory the forms and principles of grammar, but also to cultivate readiness in the reproduction of natural forms of expression.

4. The reading of from 100 to 175 duodecimo pages of graduated texts, with constant practice in translating into French easy variations of the sentences read (the teacher giving the English) and in reproducing from memory sentences previously read.

5. Writing French from dictation.

Second Year French.

Adopted Text for second and third years: Fraser and Squair's French Grammar (Heath & Co., Atlanta, or Hansell, New Orleans).

During the second year the work should comprise:

1. The reading of from 250 to 400 pages of easy modern prose in the form of stories, plays, or historical or biographical sketches.

2. Constant practice, as in the previous year, in translating into French easy variations upon the texts read.

3. Frequent abstracts, sometimes oral and sometimes written, of portions of the text already read.

4. Writing French from dictation.

5. Continued drill upon the rudiments of grammar, with constant application in the construction of sentences.

6. Mastery of the forms and uses of pronouns, pronomial adjectives, of all but the rare irregular verb forms, and of the simpler uses of the conditional and subjunctive.

Classics:

Papot—Easy French Stories (Scott Foresman & Co., Chicago).
Sicard—Easy French History (Scott Foresman & Co.).
Benton—Easy French Plays (Scott Foresman & Co.).
About—Le Roi des Montagnes (Heath & Co.).
Bacon—Une Semaine a'Paris (American Book Co.).
Daudet (Super)—La Petit Chose (Heath & Co.).
Foncin—Le Pays de France (American Book Co.).
Guerber—Contes et Legendes (American Book Co.).
Halevy (Logie)—L'Abbe Constantin (Heath & Co.).
Hugo—Hernani; La Chute (American Book Co.).
Labiche & Martin—Le Poudre aux Yeux (American Book Co.).
Labiche & Martin—Le Voyage de M. Perrichon (Heath & Co.).
La Brete—Mon Oncle et Mon Cure (Heath & Co.).
Merimee—Columba (American Book Co.).
Sandeau—Mademoiselle de la Seigliere (American Book Co.).

Third Year French.

The Aim of Instruction.—At the end of the second year the pupil should be able to read at sight ordinary French prose or simple poetry, to translate into French a connected passage of English based on the text read, and to answer questions involving a more thorough knowledge of syntax than is expected in the elementary course.

The Work to Be Done.—This should comprise the reading of from 400 to 600 pages of French of ordinary difficulty, a portion to be in the dramatic form; constant practice in giving French paraphrases, abstracts or reproduction from memory of selected portions of the matter read; the study of a grammar of moderate completeness; writing from dictation.

Adopted Texts for Third Year Are:

Fraser & Squair's French Grammar. Heath & Co., Atlanta.

Classics:

Augier and Sandeau—Le gendre de M. Poirier. (A. B. Co.)
Corneille—Le Cid. (A. B. Co.)
Daudet—Tartarin de Tarascon. (A. B. Co.)
Dumas—Le Chevalier de Maison Rouge. (A. B. Co.)
Fortier—Sept Grands Auteurs.
Fortier—Le Historie de France (Macmillan & Co.).

Fortier—Napoleon. (Ginn & Co.)
La Fontaine—Fables. (Ginn & Co.)
LaFontaine—Douze Contes Nouveaux. (A. B. Co.)
Healy—Comedie Classique. (A. B. Co.)
Moliere—Lavare, le Bourgeois Gentilhomme. (A. B. Co.)
Racine—Athalie. (H. & Co.)
Madame Therese. (Ginn & Co.)

Reference Books:

James-Mole—French-English Dictionary. (Macmillan Co., Atlanta).
Report of the Committee of Twelve of the Modern Language Association. (Heath & Co., Atlanta.)
Lectures Primoires—By E. Touty, Troisieme Edition.
Comptoir General de la Librarie Francaise, 613 Royal street, New Orleans.
Dixieme Livre de Grammaire—Claude Auge.
Troisieme Livre de Grammaire—Claude Auge.

The foregoing list is recommended for schools where teachers and pupils speak French.

MATHEMATICS

(We should like for every teacher of high school mathematics to have a copy of Schultze's The Teaching of Mathematics in Secondary Schools, published by Macmillan Company, Atlanta.)

First Year. Algebra, five times a week.
Text: Nicholson's School Algebra.
If the time of the student will permit, a class in mental arithmetic (Brooks) may be organized during a portion of the first half of the first year. Of course, without unit value, as it is not strictly a high school subject.

Second Year. Algebra, five times a week.
Text: Nicholson's School Algebra.

Third Year. Wentworth's Plane Geometry, five times a week.

Fourth Year. Secondary Arithmetic (½ year), Solid Geometry (½ year).

(A review in algebra for one-half year would be good for those students expecting to go to college. This would be without unit value. Schools that so desire may give one and one-half

years of algebra in the 8th and 9th grades and a half year in advanced algebra in the 11th grade to complete two units in algebra.)

ALGEBRA

It is suggested that the teacher plan to conduct the work for the first month without a text in the hands of the pupil; two months of inductive study would be preferable. This plan has been tried for years in some of our best schools with admirable results. Students have a zest and a sense of accomplishment not possible without this kind of inductive study. It is surprising how quickly the class will discover the real significance of signs, coefficients, exponents, equations, and the principles of the four fundamental operations.

First few lessons might be as follows:

1. Illustrate effect of plus and minus in addition with figures only.

+5	−3	+6	−10	+3	−5	+6	−2
				+2	−4	+4	−8
+2	−4	−4	+7	+1	−6	−3	+6
——,	——,	——,	——,	——,	——,	——,	——,

For the assignment, ask pupils to prepare ten or more exercises for the next lesson. I would have these neatly folded in uniform length (say three by six inches) and endorsed in the same way on the back. This will enable the teacher to gather the papers in a neat package and bind by rubber band.

2. The next step should be to illustrate the same with letters.

+7a	−10b	−2c	+5x	
+3a	+8b	−3c	+8x	etc.
		+6c	−9x	
——	——	——	——	

For other lessons, let pupils bring in suitable exercises until it is seen they are ready for another step.

3. For next step exercises as follows:

(1) +3a +2b	(2) +7b −12c	(3) +12x +15y	
+4a −5b	−10b +10c	−8x −5y	etc.
————	————	————	

Further exercises as needed to be prepared by pupils.

4. For next step, exercises as follows:

(1)	(2)	(3)	
$+4abc$	$+2xy$	$+14ac$	
$+7abc$	$-8xy$	$-15ac$	etc.
$-8abc$	$+3xy$	$+7ac$	

Additional exercises as needed to secure comprehension and readiness.

5. When sufficient work of this kind has been had in addition, take up subtraction.

$+10$	-12	$+3$	-4
$+8$	-7	-2	$+2$ etc.

Additional exercises as needed.

6. Subtraction.—See 2. using letters.

7. Subtraction.—See (3). using binomials.

8. See (4) (using but two monomials, of course).

9. Next develop significance of the exponent, illustrating at the board that it represents the number of factors of the same kind, as:

$a \times a$ (two factors of the same kind) $= a^2$.

$a \times a \times a$ (three factors of the same kind) $= a^3$.

$x \times x \times x = x^3$.

$b \times b \times b \times b = b^4$.

a^2(two factors) $\times$ a^3(three factors) $= a^5$.

$b^3 \times b^2 = b^5$.

$x^3 \times x^3 = x^6$ (six factors).

Additional exercises as needed.

10. From (9) it is an easy step to multiplication where coefficient and exponent are used. (All numbers positive.)

$4a \times 5a = 4 \times 5 \times a \times a = 20a^2$

$6c \times 3c = 6 \times 3 \times c \times c = 18\,c^2$

$7x \times 5x = 35\,x^2$

$4a^2 \times 3a^3 = 12\,a^5$ etc.

Additional exercises as needed.

11. (Board work by teacher.)

$a \times b = ab$; $b \times c = bc$; $x \times y = xy$

$ab \times c = abc$; $ac \times b = abc$; $ax \times bc = abcx$, etc.

12. (Board work by teacher.)

$2\,ab \times 3\,a = 6\,a^2b$; $4ab \times 3b = 12\,ab^2$; $7a \times 4bc = 28\,abc$, etc.

13. Conduct a review on signs along lines of earlier exercises preparatory to taking up the matter of signs in multiplication. Prepare yourself thoroughly to teach the principle of signs in multiplication.

For further inductive lessons the teacher might follow the order of topics in the book, adapting the work to suit his needs.

NOTE.—It is suggested that pupils make the horizontal part of the plus sign first and then the perpendicular line. The reason should be obvious.

It is not good policy to allow sign of subtrahend to be changed in performing subtraction. A number should have its original sign.

As far as possible, avoid marring numbers by crossing them out.

GEOMETRY

First Term. Books I, II.

Second Term. Books III, IV, and V.

EXERCISES OR "ORIGINALS."

Amount.—About 50%. (Vary this to suit the needs of the class.)

Time.—The best practice seems to be to make use of exercises similar to the main proposition before proceeding to other theorems rather than to defer them until the set propositions in the book have all been had. The more difficult exercises might be left for a review, or left out altogether. It certainly would not be good to assign originals the teacher knows beforehand are too difficult for the class to solve. The several pages of exercises beginning on page 241 contain material suitable for use in connection with propositions throughout the book under the careful selection of the teacher.

SUGGESTIONS.

(a) Insist on neat figures.

(b) Make the problem as real as possible.

(c) Illustrate by calling attention to similar geometrical forms of a concrete nature.

(d) Be sure that all students have the correct idea as to the fact or principle to be established.

(e) Do not hurry from one proposition to another. Let more than one person demonstrate the same proposition, probably varying the letters or the position of the figure.

(f) Have constant review.

(g) *Rigor*—While the teacher is to insist upon exactness in thinking and accuracy in expression in mathematics, it is possible in geometry to carry this rigor too far with students of secondary grade. It should not be carried to the extent of bewildering the student and rendering the subject unintelligible. Such a course often leads to discouragement in the beginning of this subject. The rigor insisted upon is frequently nothing more than the slavish following of the textbook and, to accomplish that, pupils will be encouraged to commit the proofs to memory, when they can present the appearance of knowing without doing any *exact thinking.*

The following is taken from the National Committee of Fifteen on Geometry Syllabus (N. E. A.), July, 1912.*

(a) *Increasing Number of Exercises.*—There has been a growing tendency in the last two decades to increase *abnormally* the number of exercises to be considered by each pupil under the following heads: (1) long lists of additional theorems (beyond the full set usually given in the texts); (2) long lists of problems of construction having at best remote connection with any uses of geometry within reach of the ordinary high-school pupil; (3) long lists of numerical exercises given in the abstract, that is, unrelated to any concrete situation familiar to the pupil or arousing his interest.

To give a single illustration:

(1) The squares of two chords drawn from the same point in a circle have the same ratio as the projections of the chords on the diameter drawn from the same point.

(2) To construct a triangle, having given the perimeter, one angle, and the altitude from the vertex of the given angle.

*We suggest that a copy of this report be secured. Write to D. W. Springer, Secretary N. E. A., Ann Arbor, Mich.

(3) Through a point P in the side AB of the triangle ABC, a line is drawn parallel to BC so as to divide the triangle into two equivalent parts. Find the value of AP in terms of AB.

(b) *Distribution of Exercises.*—It is recommended that there should be treated in connection with each theorem such immediate concrete questions and applications as are available, and especially early in the course should such theorems be given as easily lend themselves to this class of exercise.

For example, in a treatment in which the theorems on congruence of triangles are placed clearly, there is the opportunity to bring in at once the simplest schemes for indirect measurement of heights and distances. Then later as similarity of triangles is taken up, there is the chance to recur to the same problems and let the pupil see how the principle adds power and facility in making indirect measurements. There is thus a progressive development in the facility for solving concrete problems along with the theory.

The principle can be carried out in many different lines. For example, in connection with triangles, circles, and squares, there are many applications immediately available and easily found in tile patterns, window tracery, grillwork, etc.

However, only the simplest uses of the theorems can be shown in the immediate connection, both because of the space occupied by them and the danger of interrupting the theorems by too many exercises thrown in between them, and also because most of these applications make use of various different theorems, and hence must come after certain groups of theorems, thus making necessary occasional lists of problems and applications scattered through the various books, as well as sets of review exercises at the end of each book.

On the basis of distribution we have all extremes in the various texts, including: (1) the purely logical presentation, that is, the continuous chain of theorems with practically no applications in concrete setting in connection with them and almost none at the end of the book; (2) the same as the foregoing except that the long sets of exercises are placed at the end of each book, where they loom up before the pupil as great tasks to be ground through, if, indeed, they are not omitted altogether;

(3) the psychological presentation in which the most difficult exercises are either postponed to a later part of the course or are omitted altogether, and the easier ones are brought into more immediate connection with the theorems to which they are related.

The time and space made available by the third method of presentation provide an opportunity for the pupil to gain some acquaintance with the uses of the theorems as he proceeds and to become genuinely interested in the development of the subject. The committee strongly recommends this latter method of presentation. In expressing its disapproval of method (2), it is not to be understood that the committee objects to any textbook because it offers a large number of exercises, placed at the end of each book, from which the teacher is to make selections. The objection to (2) should be clear from reading (3) which the committee approves.

The ideal treatment would seem to be: (1) to make a proposition appeal to the pupil as reasonable by simple illustrations, after which should follow the deductive proof; (2) to apply the theorem to more difficult situations, involving problems which the pupil regards as interesting and worth while. It is recognized that this ideal cannot be attained with reference to all the theorems of geometry but it is believed that it can be attained in very many cases; and, wherever this is possible, great interest and incentive are given to the pupil.

As a matter of fact, familiarity with the elementary truths pertaining to angles, parallelograms, and circles, when consistently tried out and seasoned by applications to numerous comparatively simple and interesting geometric forms suggested by figures which abound in concrete setting on every hand within reach of all, is usually of more value to the average pupil (and even to the better pupils) than is the study of a larger number of abstract theorems or problems through which they are often forced. Nevertheless, for the benefit of the brighter pupils, it is desirable that a few comparatively difficult problems be given, especially at the end of the various books, or in a supplementary list.

SOLID GEOMETRY, SECONDARY ARITHMETIC, TRIGONOMETRY, REVIEW IN ALGEBRA

These are not required subjects, but are optional in the 11th grade for a half year each; though this algebra is without unit value for those students that have had two years of algebra in the 8th and 9th grades. For students not going to college solid geometry and secondary arithmetic would doubtless be desirable, while for those going to college we would suggest secondary arithmetic and a review in algebra, or a half year of advanced algebra.

In secondary arithmetic emphasis should be placed on the principles involved in all the main subdivisions of the subject, limiting the number of problems assigned so as to make this possible.

It is recommended that the teacher have a desk copy of Stone-Millis' Secondary Arithmetic, B. H. Sanborn & Co., Chicago.

Reference Books.

1. Young. The Teaching of Mathematics.
   Longmans, Green & Co., New York.
2. Smith. The Teaching of Elementary Mathematics.
   The Macmillan Co., New York.
3. De Morgan. On the Study and Difficulties of Mathematics. Open Court, Chicago.
4. Castle. Manual of Practical Mathematics.
   The Macmillan Co., New York.
5. Row. Geometric Paper Folding.
   Open Court, Chicago.
6. Report of the American Mathematics Society, Sept., 1902.
   Mathematical Gazette. (Can be had from Baker, Taylor & Co., New York.)
7. Report of the Committee of Ten.
   American Book Co., Cincinnati.
8. Young & Jackson's Algebra.
   D. Appleton & Co., Chicago.
9. The Teaching of Mathematics in Secondary Schools by Schultze. Macmillan Company, Atlanta.

SCIENCE

It has been stated in another place in this course of study that two units in science (one a biological and the other a physical science) are required for graduation from a State Approved High School. While this minimum of science is permitted, it does not follow that the schools ought to encourage this brief treatment of so large a field of knowledge—a field that furnishes rich material both of practical value in this modern life and of peculiar educational value. Science properly taught by a competent teacher should

1. Develop the scientific attitude of mind;
2. Develop a spirit of inquiry;
3. Demand a close connection between cause and effect;
4. Keep close to the facts;
5. Employ analysis and the laboratory method of investigation;
6. Lead to constructive and original thinking, where reference is to ascertained fact and not opinion.

It would seem desirable to have all pupils pursue the same science course during the first two years of the high school; and such a course, considering the teachers, equipment, other subjects, and the needs of the pupil, would logically deal with "the physical environment, plants, animals, and man." This would give a half year to each of the following subjects and in the order named: physical geography, botany, zoology, and physiology.

In a sense this would be "general science", but it would contain definite units of well organized matter, and each unit would leave the pupil with a coherent system. Furthermore, the sequence conforms to a natural evolution from matter to life in plant, in animal, and in man, and the whole would thus present a larger coherent system.

System.—With any unit left out, both the system and the pupil suffer; the system, because incomplete and to that extent less intelligible; and the pupil, because both its practical and educational needs have to that extent been denied.

It would be proper for the faculty of any particular school to decide that all pupils would take the same science work for the

first two years without regard to what particular course they are pursuing. In this case the matter of "election" would rest with the school rather than with the pupil.

PHYSICAL GEOGRAPHY

Text: Tarr's New Physical Geography (Macmillan & Company, Dallas and Atlanta).

This subject forms a natural transition from ordinary geography to high school science, and may well constitute the introductory part of science. It discusses facts and principles in connection with man's environment, and offers an opportunity to utilize knowledge already acquired from various sources, but which has not, to a great extent, been systematized. It offers also by reference to local facts a basis for interpreting the facts and principles that apply in distant parts of the earth.

The student ought not to be confined to what is found in the text. He ought to be encouraged and led to use his own powers of observation and discrimination. He should not be expected merely to commit to memory the conclusions that have been reached by the scientist, but should have, as far as possible, contact with the concrete facts that have guided the scientist in reaching his conclusions. To promote

FIELD AND LABORATORY investigations, we urge teachers to secure a copy of a pamphlet or manual of physical geography, which has been prepared for Louisiana schools by Dr. F. V. Emerson, professor of geology at the Louisiana State University. This pamphlet is being printed by the University for free distribution and can be had by making application to the president of the Louisiana State University, Baton Rouge, La., or direct from this office. The pamphlet has been prepared at the suggestion of the high school inspector, who has looked over the manuscript, and he believes it will be of great assistance to the teacher of physical geography.

BOTANY.

Adopted Text: Andrew's Botany All the Year Round.

The topics and experiments selected should be the most typical.

The method of keeping note-books, making observations, and performing experiments is similar to the method of laboratory work in the other inductive sciences. Each experiment will naturally submit to complete explanation under the four heads: (1) Object; (2) description of experiment and drawing of apparatus and plant or parts of plans; (3) results; (4) conclusion.

The records made in the laboratory will furnish the basis for the complete notes to be written up afterwards. (If possible have complete notes written up during laboratory period.) Teachers and pupils will find the loose-leaf note-book most convenient. It will permit any necessary insertions and the teacher can keep the notes of all pupils checked up to date. The work in drawing should be correlative with botany by having pupils make accurate graphic sketches of botanical forms.

SUGGESTIVE FORM FOR WRITING OUT EXPERIMENT.

For a model experiment we may take the first one given by the author on page 15.

Object: To determine whether or not leaves give off moisture.

Method: "Dry two self-sealing jars thoroughly, by holding them over a stove or a lighted lamp for a short time to prevent their 'sweating.' Place in one a freshly cut leafy sprig of any kind, leaving the other empty. Seal both jars and set them in the shade. Place beside them, but without covering of any kind, a twig similar to the one in the jar. Both twigs should have been cut at the same time, and their cut ends covered with wax or vaseline, to prevent access of air. At the end of six or eight hours, look to see if there is any moisture deposited on the inside of the jar. If there is none, set them both in a refrigerator or other cool place for half an hour, and then examine them again."

Results: In the jar containing the leafy sprig there is a deposit of dew inside the glass, while there is none in the empty jar (or at least it is smaller). The leaves inside the jar are only moderately wilted, while those outside are very badly wilted and withered.

Conclusion: (1) Moisture is evaporated from leaves. (2) The amount of moisture given off depends upon the amount of moisture in the surrounding air, being less in the jar, where the air sooner becomes saturated than in the open air, where the

breezes keep replacing the air continually, so that it has no opportunity to become loaded with moisture.

The general principles of anatomy, morphology, physiology, and taxonomy of plants should emerge from the study of botany. It is not possible nor desirable to separate these divisions of the subject in the complete treatment of any one.

In the study of the subject follow the order of plant development. Begin with "seeds and seedlings," page 87, completing Chapter IV, then go back to Chapter II and follow the order given in the book except that Chapter III should follow Chapter VII or accompany it.

The teacher will find that the different subdivisions of physiology are taken up in connection with the parts of the plant in which these phenomena are most apparent. Thus, for example, transpiration, respiration, and photosynthesis are taken up in connection with the study of the leaf in Chapter II although all these phenomena are found in all green parts of all green plants.

Study modifications of parts of plants for special functions, the methods of propagation, dissemination, cross-pollination, etc.

Some attention should be given to the classification of plants into families, genera, and species. Pupils should be led to recognize the important groups of plants: Algæ, fungi, lichens, bryophytes, pteriodophytes, gymnosperms, and angiosperms.

TEN EXPERIMENTAL DEALINGS with an intensive study of the seed, root, shoot, bud, flower, and fruit constitute the minimum requirements, but no school is limited to this number.

Small magnifiers, dissecting needles, forceps, and scalpels are the most necessary parts of a student's outfit. A compound microscope and a more elaborate set of instruments are of use to the teacher and should be made use of in order to show the pupils some of the structures mentioned in the text. See pages 12 and 13 in text for other appliances.

Wherever possible, the student should be given field work in botany to accompany experiments made in boxes kept in the schoolroom. To supplement the text, especially in the experimental work, teachers are referred to the pamphlet on agricultural botany.

For an extended list of helpful reference books, see page 289 and the pages following.

1. Lloyd & Bigelow's The Teaching of Biology.
   Longmans, Green & Co., New York, N. Y.
2. Hodge's Nature Study and Life.
   Ginn & Co., Atlanta, Ga.
3. Coulter's Text-Book of Botany for Secondary Schools.
   Appleton & Co., Chicago, Ill.
4. Strasburger, Noll, Schenk and Karsten's Text-Book of Botany. Macmillan & Co., New York, N. Y.
5. Small Flora of the Southwestern United States.
   J. K. Small (N. Y. Bot. Garden), New York, N. Y.
6. Bergen's Text-Book of Botany.
   Ginn & Co., Atlanta, Ga.

MICROSCOPE.

The microscope may be used in the study of root-hair, starch, stomata, and the structure of various minute parts of the plant, as well as in the examination of plant cells, algæ,etc.

Suggestive Experiments and Exercises in Botany.

SEEDS.

1. Testing the vitality of seeds. 2. Study of seed structure: bean, corn, cotton. 3. Testing seeds for starch, proteids, fats, and oils. 4. Proportion of liquids, gases, and solids in seeds. 5. Composition of starch.

GERMINATION.

1. Time required for germination of different kinds of seeds. 2. Germinating seeds give off CO^2 and heat. 3. Pressure of gas in sprouting seed. 4. Amount of moisture requisite for germination. 5. Study of parts of germinating seed.

SEEDLING.

1. Seedling of monocotyledon and dicotyledon. 2. Direction and rate of plant growth; geotropism.

ROOTS.

1. Roots shun light and seek water. 2. Drainage aids plant growth. 3. Roots take up food in solution. 4. Osmosis and os-

motic pressure. 5. Structure of various kinds of roots. 6. Method of growth of roots. 7. Form and function of root hairs. 8. Course of sap through roots.

STEMS.

1. The structure of various kinds of stems. 2. The course of sap through stems. 3. Percent of carbon in a tree. 4. Structure and growth of buds. 5. Modes of branching. 6. Woody growth, function, and structure.

LEAVES.

1. Transpiration of leaves, and study of stomata. 2. Leaves purify the atmosphere. 3. Heliotropism. 4. Photosynthesis, chlorophyll and starch. 5. Venation and leaf structure. 6. Adjustment for light and air. 7. The parts of the leaf.

FLOWERS.

1. The parts of the flower. 2. Comparison of typical flowers. 3. Pollination. 4. Cross fertilization.

FRUIT.

1. The uses of the rind. 2. Examination and comparison of (a) pome, (b) pepo, (c) berry, (d) drupe. 3. Seed dispersal.

ZOOLOGY, INCLUDING HUMAN PHYSIOLOGY

Text-Books: Herrick's Text-Book in General Zoology and Ritchie's Human Physiology.

ZOOLOGY.

The general principles of zoology should be derived from the study of the typical animal families found in the locality of the school and neighborhood. Make an intensive study of the best and most available representative types peculiar to the locality. The choice of these types should be distributed among different classes of protoza, porifera, cœlenterata, annulata, echinoderms, mollusca, insects, fishes, amphibia, reptiles, birds, and mammals. In nearly every instance where the example selected in the text is not available, it will not be difficult to find another specimen belonging to the same class. The type studied should become the basis for classifying all forms belonging to the same family.

Habits of life, adaptation to environment, and the economic value of different forms of animal life should be studied.

There should be an intensive study of the physiology, including human physiology, of the types selected, involving the essentials of digestion, absorption, circulation, respiration, secretion, excretion, nervous function, and cell-metabolism. The physiology of the lower forms of animal life will prepare the pupil for a better understanding of human physiology.

At least half of the time devoted to the study of zoology should consist of practical laboratory exercises. The note-books written up should contain outline drawings of the chief structures studied and full explanations of the drawings and the experiments made. The work in drawing for the second high school year is planned with special reference to aid the work in zoology. (See syllabus in drawing for second high school year.)

A minimum of fifteen exercises or experiments is required for the note-books to be submitted. Herrick's Laboratory Manual in Zoology is recommended to teachers as the guide-book for the laboratory work in zoology. The equipment in zoology is similar to the equipment in botany. See syllabus in botany.

Physiology.

The course in physiology is intended to make the pupil familiar with the general physiology of the human body and to acquaint him especially with importance of proper food, clothing, ventilation, and sanitation.

Ten experiments taken from Brinkley's Physiology for High Schools, Overton's Advanced Physiology for High Schools, or some other text-book offering experiments in physiology are required.

References.

1. Lloyd & Bigelow's Teaching of Biology.
   Longman's Green & Co., New York, N. Y.
2. Brinkley's Physiology for High Schools.
   Ainsworth & Co., Chicago, Ill.
3. Herrick's Laboratory Manual in Zoology.
   American Book Co., Cincinnati, Ohio.

4. Overton's Advanced Physiology for High Schools. American Book Co., Cincinnati, Ohio.

Suggestive Exercises in Zoology.

1. The compound microscope. 2. One-celled animals. 3. Functions of Organs. 4. Adaptation of organs. 5. How fish breathe. 6. A hen's egg. 7. Metamorphosis of mosquito, frog, butterfly. 8. Struggle for existence. 9. Comparison of specimens. 10. Circulation in frog's foot.

SPECIMENS FOR EXAMINATION.

Amœba
Paramecium
Sponge
Campanularian hydroid
Sea anemone
Jelly fish
Tapeworm
Earthworm
Starfish
River mussel
Clam
Oyster
Snail
Squid
Slug
Crayfish
Shrimp
Crab
Scorpion
Cattle tick
Spider
Tarantula
Centipede
Milliped
Grasshopper
Cabbage butterfly
Cricket
Cockroach
Dragon fly
Squash bug
Moth
Housefly
Mosquito
Beetle
Boll Weevil
Bee
Ant
Wasp
Corn weevil
Cane borer
Perch
Catfish
Frog
Toad
Salamander
Lizard
Garter snake
Turtle
English Sparrow
Quail
Pigeon
Rabbit
Rat
Bat
Squirrel

Suggestive Exercises in Physiology.

BONES.

1. Materials in bones. 2. Structure of bones. 3. Shape and function of bones. 4. Arches of foot and spine. 5. The skeleton. 6. Articulation of bones.

MUSCLES.

1. Muscular tissue. 2. Tendons and ligaments. 3. Use and attachment of muscles in a bird's leg. 4. Levers in the body.

FOOD.

1. Oxidation and energy (Appendix). 2. Comparison of nutritive value of foods (Appendix). 3. Effect of bacteria on foods.

DIGESTION.

1. Why food must be digested. 2. Artificial digestion. 3. Study of alimentary canal of an animal. 4. An emulsion. 5. Diffusion. 6. Action of the saliva and teeth. 7. Effect of alcohol.

CIRCULATORY SYSTEM.

1. Study of beef heart. 2. Microscopic examination of blood. 3. Circulation in frog's foot. 4. Flow of blood in blood vessels (p. 159). 5. Coagulation. 6. Diagram to show circulation.

RESPIRATORY SYSTEM.

1. Structure of lungs (beef). 2. Capacity of lungs (chest expansion). 3. Chemical changes in respiration (test). 4. Principles of ventilation. 5. Air capacity of schoolroom.

THE KIDNEYS, SKIN, AND BODY HEAT.

1. The kidneys (animal). 2. The structure of the skin to perform its functions. 3. Body heat—clothing, exercise, perspiration.

NERVOUS SYSTEM.

1. Study of brain (beef). 2. Spinal cord and nerve fibre. 3. Reflex action.

SPECIAL SENSES.

1. Structure of the eye. 2. Structure of the ears. 3. Taste on different parts of tongue. 4. Testing the senses for keenness and accuracy.

ACCIDENTS AND DISEASES.

1. Study of the pulse. 2. To revive a person apparently drowned. 3. Prevention of spread of disease germs. 4. Test purity of water. 5. The hookworm. 6. Tuberculosis.

PHYSICS

Adopted Text-Book: Gorton's Physics.

The course in physics extends through the third or fourth year of the high school, five periods a week. At least *two* of these periods should be double periods to be used for individual experiments. Two periods may profitably be devoted to regular class-room recitation on assigned lessons and on results in laboratory experiments. The equivalent of one period a week should be given to experimental demonstrations by the instructor. Lantern slides may be used to good advantage in many of such demonstrations.

Suggestions.

ORIGINAL OBSERVATIONS

1. Each pupil should be required to keep a blank note-book in which to record all original observations *at the time when they are taken.* This book should be used for no other purpose whatsoever.

2. The pupil should be required to record all original observations neatly, accurately and completely. A strict observance of this rule will save the pupil much time, trouble and annoyance in preparation of the written report.

THE WRITTEN REPORT.

The written report is, of course, based upon the record of the original observations. It should be written in ink and incorporated in a plain, loose-leaf note-book. Care should be taken to have the pupil write it in clear, correct, and concise English. Drawings and diagrams should be neatly and carefully made. All observations and derived results should be tabulated when possible.

The report should contain the following:

1. The name of the school in the upper left-hand corner of the page, the name of the pupil and the date of the experiment in the upper right-hand corner of the page and the heading and number of the experiment at the middle near the top of the page.

The experiment should be carefully headed by one of the five general heads of experiments—heat, light, sound, mechanics,

electricity—and numbered under each head in the order the experiments are to occur in the note-book. THIRTY-FIVE standard experiments selected from the five general heads are required.

2. A clear and concise statement of the object of the experiment.

3. Method of performing the experiment, including description of apparatus used, and an explanation of drawing showing connections and arrangement of apparatus.

4. Observations, computations, and results.

5. Conclusions.

The heading, object of the experiment, and method should be written on the left-hand page of the report. Observations, computations, results, and conclusions should be written out in full on the right-hand page.

SUGGESTIVE FORM OF EXPERIMENT.

High School
Physics Laboratory.

Melville Burnette,
Oct. 20, 1916.

MECHANICS AND HYDROSTATICS.

Experiment 1.

Object: The object of this experiment is to determine the relation between the pressure and volume of a given mass of air at constant temperature.

Method: The apparatus used is shown in the accompanying drawing. It is a glass tube of uniform bore, bent in the form of the letter "U." It is provided with funnels at *A* and *B*. There is a stop-cock at *a* and one at the bottom of the U-tube. Mounted on the same board with the U-tube is a scale between the arms *A* and *B*. This scale reads to millimeters. A full description of this piece of apparatus may be found by referring to pages 149 and 150 of Gorton's A High School Course in Physics.

Leaving stop-cock "a" open, mercury was poured until some convenient length of air column was obtained. The stop-cock was then closed, more mercury was added and the reading on both *A* and *B* were taken. Continuing this process of adding mercury and taking readings, a suitable number of readings were recorded. These are shown in the table of original observations. The barometer reading was carefully taken and recorded, also the reading of the stop-cock "a." The temperature of the room

was observed to remain constant during the performance of the experiment. The lengths of the air column were obtained in each case by subtracting the corresponding reading of the mercury levels in arm "B" from the readings of the stop-cock "a." The bore of the tube being of uniform cross-section, the volume of air is equal to the length of the air column times the area of cross-section of the bore, *a*.

The total pressure, expressed in cm. of mercury, for any observation is equal to the barometer reading plus the difference of mercury levels for that observation. The actual unit pressure is equal to the total pressure expressed in cm. of mercury, times the density of mercury, *d*.

The difference of mercury levels is obtained by subtracting the reading of arm "B" from the reading of arm "A."

The (PxV) column is gotten by multiplying the actual total pressure by the volume of air.

Result:

ORIGINAL OBSERVATIONS.

Obs. No.	Mercury Level in A Cms.	Mercury Level in B Cms.	Obs. No.	Mercury Level in A Cms.	Mercury Level in B Cms.
1	92.85	88.58	7	127.85	91.78
2	97.85	89.17	8	132.85	92.12
3	102.85	89.71	9	139.85	92.55
4	108.85	90.27	10	146.85	92.90
5	115.95	90.88	11	154.85	93.30
6	120.85	91.31			

Barometer Reading=76.13. cms. Reading of stop-cock=100 cms.

COMPUTATION AND RESULTS.

Obs. No.	Length of Air Column	Volume of Air Column	Difference in Mercury Levels	Total Pressure in Cms. of Mercury	Actual Total Unit Pressure	P x V
1	11.42	11.42a	4.27	80.40	80.40d	918.1680ad
2	10.83	10.83a	8.68	84.81	84.81d	918.4923ad
3	10.29	10.29a	13.14	89.27	89.27d	918.5883ad
4	9.73	9.73a	18.58	94.71	94.71d	921.5283ad
5	9.12	9.12a	25.07	101.20	101.20d	922.9440ad
6	8.69	8.69a	29.54	105.67	105.67d	918.2723ad
7	8.22	8.22a	36.07	112.20	112.20d	922.2840ad
8	7.88	7.88a	40.73	116.86	116.86d	920.7780ad
9	7.45	7.45a	47.30	123.43	123.43d	919.5535ad
10	7.10	7.10a	53.95	130.08	130.08d	923.5680ad
11	6.70	6.70a	61.55	137.68	137.68d	922.4560ad

Let a = area of cross-section of bore of U-tube, d = density of mercury

Conclusion: From the column marked (PxV) under the head "Computation and Results," it will be observed that, while the pressures times their corresponding volumes are not exactly constant, they differ very little. The differences are no doubt due to errors of observation. They seem to justify the conclusion that the volume of a given mass of air at constant temperature varies inversely as its pressure. Expressed mathematically:

V : V′ : : P′ : P, or PV, equals Constant.

This is known as Boyle's Law.

Curve Plotted: Each point of the curve is gotten in the following manner:

Go out along the horizontal axis until the reading of a certain pressure is obtained; from this point go up vertically until the point corresponding to the volume reading for this particular observation is reached. Make a fine dot at this point and draw a small circle around it. After all the points are obtained, draw a smooth curve passing as nearly as possible through each point.

The curve furnishes a complete history of the relation between pressure and volume at any point within the limits of the experiment. That is, should it be desired to know the volume when the pressure is 1,000 mm., one has only to refer to the curve at the point where "P" is 1,000 and read the corresponding volume, which is in this case approximately 92.18 mm.

Sixty experiments, selected from the five parts, heat, light, sound, electricity, and mechanics, are offered as suggestive. The THIRTY-FIVE EXPERIMENTS required may be selected from this group, from another group equally comprehensive, or from the list suggested by the College Entrance Examination Board, Post Office sub-station No. 84, New York, N. Y.

Note-books in any of the inductive sciences are not to be submitted to the State Department of Education for approval unless called for.

LIST OF EXPERIMENTS IN PHYSICS.

1. Experimental determination of $\overline{\text{II}}$.
2. Determination of the volume of a cylinder.

3. Determination of the density of steel spheres.
4. Density of air.
5. Compressibility of air; Boyle's law.
6. Lifting effect of water upon a body entirely immersed in it.
7. Specific gravity of a solid body that will sink in water.
8. Specific gravity of a block of wood by the use of a sinker.
9. Weight of water displaced by a floating body.
10. Specific gravity by flotation method.
11. Specific gravity of a liquid; two methods.
12. Use of manometers.
13. Linear expansion of a solid.
14. Testing of a mercury thermometer.
15. Increase of pressure of gas heated at constant volume.
16. Determination of the dew point.
17. Increase of volume of gas heated at constant pressure.
18. Specific heat of metals.
19. Latent heat of melting.
20. Latent heat of vaporization.
21. Velocity of sound in air.
22. Number of vibrations of a tuning fork.
23. Wave length of sound in air.
24. Law of reflection from plane mirrors.
25. Index of refraction of glass.
26. Index of refraction of water.
27. Path of a beam of light through a prism.
28. Dispersion.
29. Focal length of a converging lens.
30. Image in a plane mirror.
31. Conjugate foci of a lens.
32. Shape and size of a real image formed in a lens.
33. Virtual image formed by a lens.
34. Magnifying power of a simple lens.
35. Use of photometer.
36. Lines of force near a bar magnet.
37. Lines of force near a certain combination of horse-shoe magnets.
38. Molecular nature of magnetism.
39. Study of a single-fluid cell.
40. Study of a two-fluid cell.

41. Lines of force about a galvanoscope.
42. Magnetic effect of a current.
43. Magnetic effect of a coil carrying a current.
44. Electromotive force.
45. Ohm's Law.
46. Resistance of wires by substitution.
47. Resistance by Wheatstone bridge.
48. Battery resistance.
49. Induced currents.
50. Electrolysis electroplating.
51. Putting together the parts of a telegraph key and sounder.
52. Putting together the parts of a small motor.
53. Putting together the parts of a small generator.
54. Elasticity; stretching.
55. Elasticity; bending; effect of varying loads.
56. Elasticity; bending; effect of varying dimensions.
57. Resultant of two or more forces.
58. The principles of moments.
59. The principles of work.
60. The laws of the pendulum.
61. Comparison of masses by acceleration.

REFERENCES.

1. Smith & Hall's Teaching of Chemistry and Physics.
   Longmans, Green & Co., New York, N. Y.
2. Milliken and Gale's Laboratory Manual in Physics.
   Ginn & Co., Atlanta.
3. Hoadley's Brief Course in Physics.
   American Book Co., Cincinnati, Ohio.
4. Carhart & Chute's High School Physics.
   Allyn & Bacon, Chicago, Ill.
5. Hoadley's Laboratory Handbook.
   American Book Co., Cincinnati, Ohio.
6. Cheston-Dean-Timmerman Laboratory Manual of Physics.
   American Book Co., Cincinnati, Ohio.

CHEMISTRY

Text: Hessler & Smith's Essentials of Chemistry.

The course in chemistry provides for one year of work in the

subject, the third or fourth year in the high school. Five regular periods are to be given to chemistry every week and two of these are to be double periods for individual laboratory work.

The three periods not devoted to individual laboratory work are intended for recitations based on laboratory work, on related portions of adopted text, and on demonstrations of experiments performed by instructor. The equivalent of at least one period a week should be given to experiments performed by instructor. Teachers of chemistry will find the handbook prepared by the authors of the adopted text very helpful in selecting appropriate experiments for class demonstrations. (See pages vi and vii of preface in adopted text.) Valuable suggestions in laboratory and classroom instruction may be found in chapters iv and v of Smith & Hall's Teaching of Chemistry and Physics.

The general form for writing out experiments in physics is suggested for guidance in the writing up of experiments in chemistry.

At least FORTY EXPERIMENTS selected from the laboratory exercises comprising the latter portion of the adopted text are required. The choice and order of these experiments will be determined by the teacher.

Most attention should be given to chemical elements which are commonest and of most industrial significance.

List of experiments based on report of the Committee on Chemistry of the Science Department of the National Educational Association:

General—

1. Composition of the atmosphere.
2. Dissociation of mercuric oxide, and study of resulting products.
3. Burning of magnesium, sodium, and potassium in air, and of iron in oxygen, with study of resulting products.
4. Combination of substances produced in 3 with water, and study of results.
5. Burning of sulphur and phosphorus in air; study of products.
6. Combination of substances produced in 5 with water; study of products.

7. Treatment of substances resulting from 3 and 4 with hydrochloric acid, and examination of final products.

Laws of Gas Volume and Vapor Tension—

8. Boyle's Law.
9. Charles's Law.
10. Vapor tension as related to temperature.

Common Elements and Compounds—

11. Preparation and study of oxygen.
12. Weight of a litre of oxygen under standard conditions.
13. Preparation of hydrogen by action of sodium on water. Careful study of by-product.
14. Preparation of hydrogen by zinc and acid. More thorough study of hydrogen in larger quantities. Study of by-product.
15. Weight of a litre of hydrogen under standard conditions. (Optional for best students.)
16. Proportion by weight in which hydrogen and oxygen unite. (Lecture demonstration with eudiometer.)
17. Proportion by weight in which hydrogen and oxygen combine.
18. Study of boiling point, freezing point, action of litmus, and taste of substance, produced by combining oxygen and hydrogen.
19. Electrolysis of water, resulting gases being accurately measured and tested.
20. Vapor density of water, conclusion as to formula for water. (Optional for best students.)
21. Study of sodium, potassium, lithium, strontium, calcium, and barium compounds.
22. Study of salts of cobalt, copper, nickel, manganese, chromium, iron.
23. Study of compounds of aluminum, magnesium, and zinc.
24. Tests for silver, lead, and bismuth in unknown mixtures of 21, 22, and 23.
25. Tests for mercury and arsenic in unknown mixtures of 21, 22, 23, and 24.
26. Preparation and study of chlorine gas.
27. Weight of a litre of chlorine.

28. Combustion of chlorine in hydrogen.
29. Preparation of hydrochloric acid and study of products.
30. Decomposition of hydrochloric acid gas by sodium amalgam, and conclusions as to percentage composition. Avogadro's Law.
31. Preparation and study of at least three chlorides.
32. Preparation and study of bromine.
33. Preparation of at least three bromides.
34. Preparation and study of iodine.
35. Preparation of at least three iodines.
36. Comparative study of the chemism of chlorine, bromine, and iodine by mutual displacement.
37. Study of hydrofluoric acid and fluorides.
38. Determination of the combining proportion of chlorine and zinc, and the atomic weight of zinc.
39. Atomic weight of zinc from specific heat. Law of Dulong and Petit.
40. Atomic weight of silver by displacement of zinc.
41. Study of forms of sulphur.
42. Direct formation of sulphides.
43. Study of sulphurous oxide.
44. Preparation of sulphurous and sulphuric acids.
45. Preparation of at least two sulphites and two corresponding sulphates. Comparative study of these.
46. Decomposition of ammonium nitrate and study of nitrous oxide.
47. To determine the composition of nitrous oxide. Gay-Lussac's Law.
48. Preparation and study of nitric acid.
49. Preparation of three nitrates in three different ways.
50. Composition of gas formed by action of cold dilute nitric acid on copper.
51. Composition of gas formed by union of nitric oxide and oxygen.
52. Preparation of chromic anhydride, chromic acid, and postassium chromate.
53. Changing potassium chromate to potassium bichromate and back again. Oxidation and reduction in solutions.

54. Chromium as an acid-forming and as a base-forming element. Preparation of chromium sulphate.
55. Preparation of ferrous and ferric salts.

Carbon and Some Carbon Compounds—

56. Product of burning charcoal. Tests.
57. Test for presence of carbon in wood, paper, kerosene, coal gas, alcohol.
58. Preparation of three carbonates.
59. Solubility of carbonates in the presence of carbon dioxide.
60. Effect of heat on suspension of carbonates in solution.
61. Carbon dioxide from fermentation.
62. Alcohol from fermentation.
63. Preparation of ether by alcohol and sulphuric acid.
64. Preparation of alkaline salts by fatty acids, or soap-making.

REFERENCE BOOKS.

1. Dobbin & Walker. Chemical Theory for Beginners.
Macmillan Co., Atlanta, Ga.
2. Lassar-Cohn. Chemistry of Daily Life.
Lippincott Co., Philadelphia, Pa.
3. McPherson & Henderson. Exercises in Chemistry.
Ginn & Co., Atlanta, Ga.
4. Smith & Hall. Teaching of Chemistry and Physics.
Longmans, Green & Co., New York, N. Y.
5. Van't Hoff. Physical Chemistry in the Service of the Sciences.
University of Chicago Press, Chicago.
6. Kahlenberg & Hart's Chemistry.
Macmillan Co., New York.

HISTORY

GENERAL STATEMENT.

Courses: The following courses of history may be offered. United States history and civics and one year of foreign history are required.

	Allotted year in course	Recitations per week	
Ancient history	Second-Third	5 periods	36 weeks or 18 weeks
Mediaeval and modern history	Third	5 periods	36 weeks
United States history and civics	Fourth	5 periods	36 weeks
English history	Third-Second	5 periods	18 weeks

Notebook and Library Work: Notebook and library work to be accepted must meet the following requirements:

1. It must be based on map work and assigned topics.

2. It must not exhibit as notebook work (except as stated in 3) any work *dictated* by the teacher, and *copied* charts or graphic representations or analyses found in text-books, in collateral reading or in other notebooks.

3. Fifty per cent of the notebook exercises may consist of copied work as follows:

(a) Copied maps.
(b) Filled in outlines.
(c) Copied drawings.
(d) Selected illustrative material, such as pictures, picture postal cards, or other material of like nature.
(e) Documents in civics, such as warrants, ballots, etc.
(f) A very limited number of exercises made up of (1) favorite quotations gathered from various sources, illuminating either the whole field or some special topic or topics; (2) political watch-words and phrases frequently used but obscure in meaning to the untrained student.

All work in (3) should be accompanied, if possible, by references to the authorities from which it was obtained; also by proper explanations showing its historic value or its relation to the topic studied.

4. The following kinds of exercises and others of like nature are acceptable for the remainder of the required notebook work:

(a) Answers to questions on secondary or course material.
(b) Synopses of brief selections of source material.
(c) Comparisons made by the pupil from material found in the text or elsewhere.
(d) Brief statements made by the pupils of things learned from collateral reading.
(e) Charts or graphic representations made by the pupil.
(f) Characterizations based upon historic incidents.
(g) Brief compositions representing original investigations or thought.
(h) Descriptions of historic excursions or visits to museums.
(i) Discussions or debates.
(j) One exercise showing the collateral reading done by the pupils in the history work of the year.

5. All work dictated by the teacher, such as search questions, topical analyses, all work copied by the pupil except as indicated in (3) should appear on the left-hand page and must be plainly headed "Dictated work" or "Copied work". It should never be counted as a notebook exercise.

6. In general each notebook exercise should be a unit in itself. If notebook work is properly done, each notebook will show a marked individuality and may well be characterized by originality, order, symmetry, neatness, and good taste. Yet here a word of caution is necessary. The notebook is a means to an end and not an end in itself. Unnecessary time should not be consumed in the mechanics of the notebook.

The importance of establishing correct habits by requiring exact and definite references should not be overlooked.

One kind of exercise found to be of special value is the following: the teacher reads a few paragraphs from some book not accessible to the class; the class attend carefully to the reading, taking down only catchwords or headings, from which, after the reading, digests are made.

7. Every notebook should contain an index at the beginning, showing the title to each exercise and the page on which it may be found.

INDEX OF NOTEBOOK EXERCISES IN HISTORY.

8. When the notebook has been completed, the teacher should attach the following certificate to the inside of the front cover:

.....High School, ...Louisiana.

This notebook contains the record of notebook work and library work done by.....in the.....High School under my supervision.

(Signed) .....

Teacher of.....

It is recognized that the study of history has not only a disciplinary, but also a practical value, that it not only furnishes the student with facts which he will find useful, but it gives him a storehouse of ideas and broadens his range of experience. It also helps to the understanding of present-day civilization and its problems by showing that they have developed out of the past and it applies to them the experience of the past. The study of the history of one's people, country, and institutions not only assists to a solution of present problems, but it tends to inculcate principles of enlightened patriotism, to prepare the student to comprehend public questions and fit him for the duties and responsibilities of citizenship. A close study of history in school and college will give to the student an acquaintance with practical problems that can otherwise be gained only by long experience in public affairs. It also furnishes material for other higher mental activity, and a basis for other studies, such as economics, political science, literature, etc.

In the elementary school the pupil has made an acquaintance with some of the great characters and great events of history. In the high school the object of the history work is to give sys-

tematic instruction over the general field of history, to show the relation between cause and effect in human affairs, to get from past experience lessons for the present.

For best results the study of history in the high school should follow the chronological order. Consequently the course has been fixed as follows: 1. Ancient History. 2. Mediæval and Modern History. 3. United States History. Ancient History deals with human society in its simplest forms; so also to a certain extent with Mediæval History. In these fields the student may acquire the historical attitude of mind, the philosophical point of view, before coming to the study of more recent and more controversial periods. With the training in historical habits of thinking acquired from the study of the past the pupil is better prepared to deal in a broad and tolerant spirit with those more complex questions of modern history about which there may be still more or less honest difference of opinion.

In every course the text-book should be used as the basis of the work in order that the pupil may get a connected account. But the old way of "hearing" a lesson repeated by heart from the text should be avoided. At every lesson there should be a rapid quiz on the work assigned for the day or on the work already done. The text also furnishes material for class discussion; a topic such as "Greek Religion" may be assigned to the class to be traced through the text by the aid of the index; frequent written recitations based upon the text may be required, and the pupils should be carefully trained in the making of topical outlines or analyses based upon the text.

In addition to the work with the text, attention should also be given to historical geography and map work, collateral reading, examination of historical pictures, etc.

In the map work the pupil should be required to locate upon the map in the text all the places mentioned in each day's lesson. Wall maps suited to the period are of value, and at least one historical atlas should be available. Historical charts are of more value than wall maps. From the outline maps, furnished in quantities by several publishers, the pupil may make completed maps in colors. The physical basis of history is well illustrated by relief maps. The following are good small atlases for

school use: Dow, Atlas of European History (Holt, $1.50); Gardiner, Atlas of English History (Longmans, $1.50); Hart, Epoch Maps of the United States (Longmans, $0.25); Foster, Forty Maps of the United States (Historical Pub. Co., Topeka, Kans., $1.00). Good charts are published by Silver, Burdett & Co., Boston; Historical Publishing Company, Topeka, Kans., and Atkinson, Mentzer & Grover, Chicago ($10.00 to $20.00 each). Relief maps can be purchased from W. B. Harison, 59 Broadway, New York (5 to 10c each), and Atkinson, Mentzer & Grover, and Atlas School Supply Company, Chicago ($15.00 each for large indestructible maps). Outline maps are sold by the McKinley Publishing Company, Philadelphia; Southern Publishing Company, Dallas, Texas; W. B. Harison, New York; Atkinson, Mentzer & Grover, Chicago, etc., price ¼c to 15c each. The Census Bureau, Washington, D. C., publishes (free as long as the supply lasts) a Statistical Atlas of the United States which is worth much to classes in industrial history.

Historical pictures can be used to illustrate the text work and make it more interesting. Pictures appeal to the mind through the eye; they stimulate the imagination—something necessary to historical studies; they furnish concrete illustrations, make more definite a period, event, or character. They create an historical "atmosphere," and in many ways serve as an index to the civilization of the past. Good pictures can be had at all prices from one-fourth of a cent to several dollars each. All good texts have them. Loose prints can be used in class and later pasted in note-books or scrap-books or classified in envelopes. The best cheap prints can be had from the following firms: G. P. Brown, Beverly, Mass.; Perry Pictures Company, Malden, Mass.; Cosmos Pictures Company, 296 Broadway, New York; Bureau of University Travel (which has the best classification for history purposes), Boston; W. B. Harison, 59 Broadway, New York (has the best reproductions of ancient art). Wall pictures can be obtained from all of the above and from the Chicago Art Education Company; Soule Art Company, Boston (Bible pictures); American Tissot Company, New York (Tissot Bible pictures); Berlin Photographic Company, New York; A. W. Elson Company, Boston. Lantern slides can

be secured from Underwood & Underwood, New York, and from many other companies.

For giving life to historical studies extracts from "sources" are often useful. The teacher should possess a source book on each field of history, whether the class uses source books or not. The best ones are: Fling's Source Book of Greek History (Heath); Botsford's Story of Rome (Macmillan); Ogg's Source Book of Mediæval History (American Book Company); Robinson's Readings in European History (Ginn); Kendall's Source Book of English History (Macmillan Company); Hart's Source Book of American History, and American History Told by Contemporaries (Macmillan Company). In addition to these much other "source" material is available. In the text-books a note on the end of each chapter refers to the "sources" for that chapter.

In the study of history much written work should be insisted upon. To preserve this work use loose-leaf note-books. In the note-book may be gathered the topical outlines, analyses, summaries, extracts, quotations, lists of names and dates, etc., from the text and from library readings. Frequently "historical problems" should be propounded—questions based upon the text but which cannot be answered in the language of the text, and debates on historical questions may be written out. Historical subjects should be chosen for English essay work and the papers preserved in the note-book. Loose pictures and maps can be used to illustrate the note-books.

The object of the syllabus is to furnish a selection of the most important topics in each field of history, topics upon which the work of the pupil should be concentrated to the exclusion of minor details In the time allotted, only the large subjects can be studied; if one is required to know all the names and dates in Egyptian History there will be no time for any acquaintance with the splendid institutions of the later Roman Empire. With the syllabus as a guide, the text can be used as a mine from which information is to be obtained. The teacher should insist on constant comparisons of one period, character, or interest with another, and of the present with the past. In no other way can the full value of historical studies be secured. In order that

the text work and reading may be properly digested and assimilated, the syllabus provides suggestions for map, picture, and note-book work, as well as frequent reviews and "study problems."

Books on Methods:

1. Bourne, E. G., The Teaching of History and Civics.
   Longsmans, Green & Co., New York City.
2. A History Syllabus for Secondary Schools.
   D. C. Heath & Co., Boston.
3. Report of the Committee of Seven on History in Schools.
   Macmillan Co., Atlanta, Ga.
4. Historical Sources in Schools.
   Macmillan Co., Atlanta, Ga.
5. Johnson, H., History in the Elementary Schools.
   Columbia University Press, New York City.

SYLLABUS OF ANCIENT HISTORY.

Text: Botsford's Ancient History. Five times a week. Second Year.

The study of ancient history will give to the pupil a knowledge of the continuity of historical development, a foundation for later studies, and a consciousness of our heritage from the past. In this period where controversies do not rage, the historical habits of thinking are best formed. Too much should not be demanded of the pupil: an acquaintance with the great characters of antiquity, a knowledge of the few great principles evolved from the comparatively simple experiences of the dead nations, an understanding of the slow growth of civilization, of the relation of cause and effect in human affairs—if this is fairly accomplished, the work is successful.

Pictures:

Pictures of the following subjects can be obtained from the publishers named above: Temple of Abydos, Philae, Edfu, Esne, Kom Ombo, Karnak; the pyramids and the sphinx; mummies and coffins; ancient writings and inscriptions; Chaldean and Assyrian temples; Bible pictures; Apollo, Nike, Athene, Hermes, Psyche, Paris, Ænead, Sappho, Alexander, Venus, Victory of Samothrace, Faun of Praxiteles, Sophocles, Desmosthenes,

the Discobolus, Laocoon, Penelope; Temples of Minerva, Jupiter, Theseus, Poseidon, etc; Greek vase; Homer, Aphrodite, the Acropolis, theatres, Parthenon, Agora at Athens, tomb of Atreus; Areopagus, Solon, Athenian men, women, and children; sports and amusements in Greece, etc.; Temples of Ceres, Venus, Diana, Neptune, etc., in Italy; Roman ruins in Europe, Asia and Africa; chariot, baths of Caracalla, Forum, Coliseum, Palaces of Caligula, the Cæsars, etc.; Pantheon, Tarpeian rock, arches of Titus, Constantine, etc.; aqueducts of Claudius, Appian way, catacombs, Cæsar, Cicero, Marcus Aurelius, Nero, Seneca, etc.; dying gladiator, doves of Pliny; Juno, Mars, Cupid, Minerva, Pomona, Roman matron, Mercury, Pompeii, Roman social and military life; Roman domestic and public architecture; Roman inscriptions, coins, writings, etc.; tombs, coffins, and cinerary urns; theatres, basilicas, etc.

Map Work:

The following subjects are suggested for map work in addition to those mentioned in the syllabus. They may be substituted for those or worked on in atlas form: (1) The Orient; (2) physical Greece; (3) earliest settlements in Greece; (4) Greek colonies, 750-500 B. C.; (5) Persian invasions; (6) Athens under Pericles; (7) Athenian Empire; (8) the Peloponnesian war; allies of Athens and Sparta; (9) campaigns and empire of Alexander; (10) geographical extent of Greek influence; (11) physical Italy, with location of tribes; (12) Early Rome; (13) enemies of Rome in Italy; (14) expansion of Rome to 133 B. C.; (15) possessions of Rome and Carthage in 264 B. C.; (16) Hannibal's route from Spain to Italy; (17) expansion of Rome, 135 B. C. to 14 A. D.; (18) City of Rome under the Emperors; (19) a Roman military camp—see West, Ancient History; (20) Roman Empire at its greatest extent; (21) Roman Empire under Diocletian—prefectures and dioceses; (22) the dangerous frontiers; (23) routes of German invaders in the Roman Empire; (24) German States on Roman soil, 525 A. D.; (25) expansion of the Frankish Empire to 814 A. D.

Reference Books:

The following list contains inexpensive books useful for library reading in connection with the text: (1) Dow's Atlas of

European History (Heath). 2. Bury's History of Greece (Macmillan). 3. Oman's History of Greece (Longman's). 4. Guerber's Myths of Greece and Rome (American Book Co.). 5. Plutarch's Lives. 6. Tarbell's History of Greek Art (Macmillan). 7. Gulick's Life of the Ancient Greeks (Appleton). 8. Jebb's Greek Literature (American Book Co.). 9. Mahaffey's Survey of Greek Civilization (Macmillan). 10. Dickinson's Greek View of Life (McClure). 11. Mahaffey's Old Greek Life (American Book Co.). 12. How and Leigh's History of Rome (Longman's). 13. Preston and Dodge's Private Life of the Romans (Sanborn). 14. Thomas' Roman Life Under the Cæsars (Putnam). 15. Wilkins' Roman Antiquities (American Book Co.). 16. Tighe's Development of the Roman Constitution (American Book Co.). 17. Fairbanks' Mythology of Greece and Rome (Appleton).

ORIENTAL HISTORY.

I. Egypt.

1. The land, the Nile, the climate.
2. Summary of the political history.
3. The people: race, classes, occupations.
4. Civilization: writing, literature, architecture, sciences, industries, religion.
5. Important individuals: Khufu, Seti I, Ramesis II.
   (a) Locate on the text map the places mentioned in the lesson.
   (b) Pictures: pyramids, temples, inscriptions, Sphinx, Karnak; coffin and mummy; see text pictures, and the Perry, Brown, and Cosmos prints.
   (c) Reading: see text, p. 14. The time for reading will be limited. Follow the readings suggested in the text.

II. Empires of the Tigris and Euphrates Valleys.

1. The land, the two rivers, the climate.
2. The people: mixed races, character, occupations.
3. Political history of Chaldea-Assyria.
4. Civilization: government, literature, religion, architecture, science.

THE SYRIANS.

5. The Phœnicians: their commerce; the alphabet; spread of civilization.

6. The Hebrews: origin, political history; religion and literature.

(a) Map work: Locate the places mentioned in the text. Note on the map (p. 2) the location of Syria on the road between the great empires; and the good location of Tyre and Sidon for commercial purposes.

(b) Pictures: See the text pictures; Brown and Perry pictures of Palestine; Wilde's Bible Pictures; Tissot's Bible Pictures.

III. The Medes and Persians.

1. The Great Kings: Cyrus, Cambyses, Darius, Xerxes.
2. The political organization of Persia.
3. Civilization: Architecture, religion, morals.

THE FAR EAST.

5. India: people, caste system, religion.
6. China: people, literature, religion, philosophy.

(a) Map work: Make a map (by tracing or by filling in an outline map), showing the countries studied. Attach it to the note-book.

(b) Pictures: See the text pictures. Explain each.

IV. Review. Study Problems.

1. What is civilization? 2. Make a list of Oriental contributions to later civilization. 3. Why do we not study the history of uncivilized peoples? 4. How are the Persians related to the French? to the English? 5. What have the metals to do with civilization? 6. Name the several geographic conditions that influence Oriental history.

Map Work: Make a map (by tracing, or by filling out an outline map) on which is shown the countries studied above.

(a) Write out the answers to the above exercises in the note-book.

(b) Write in the note-book a topical outline of "The Oriental Civilization."

(c) The note-book may be illustrated by pasting in tracing maps or completed outline maps made during the preceding lessons.

HISTORY OF GREECE.

V. The Geography of Greece.

1. The position of Greece with respect to the Orient.
2. The Mediterranean and the Ægean.
3. The location of the best harbors.
4. The three divisions and the kind of people in each.
5. Mountains, climate, products.
6. Asiatic Greece: the islands.

Map Work: Study text maps (opposite p. 40 and p. 47) and other physical maps in connection with this chapter. The text pictures also illustrate the geography of the country. Stereographs are good.

VI. Prehistoric Greece.

1. Gradual development of the Greek religion.
2. The gods and the heroes; other myths. Value of the myths.
3. The people: races, location, myths of migration.
4. Homer and the Trojan War. Value of the Homeric writings.
5 Prehistoric civilization: Social life, industry, government.

Map work: Find the places mentioned in the text, pages 40, 47.

Pictures: Pages 46, 48, 49; those in Ch. II, and the Brown, Perry, and Cosmos prints. The Bureau of University Travel prints are best for this period—pictures of Phaistas and Cnossas, the Lion Gate at Mycenæ, gold ornaments.

VII. Expansion of Hellas.

1. Colonization: causes, organization of a colony; relation to the mother state.
2. Location of colonies: North, West, South.
3. Results of colonization.

(a) Map work: Make a map (based on the text and the maps on pp. 66 and 72), showing Ionian colonies in red, Dorian in blue, others in yellow.

(b) Pictures: Text pictures; prints—Perry, Brown, Cosmos; classified prints in part 2 of Bureau of University Travel catalogue.

(c) Note-book: Outline this subject: "Greek Colonization, its Causes, Extent, General Character, and Results."

VIII. Early Greek Institutions.

1. The city state. Compare it with the Persian Empire.
2. The Amphictyones and the political leagues.
3. The Oracles.

(a) Map work: 1. Delian League and Delphic Amphictyony: 2. On an outline map mark each place mentioned in lesson.

(b) Note-book work: 1. Outline chapter IV. 2. Paste maps and prints in note-book in proper place.

IX. Review. Study Problems.

1. Compare the surface features of Greece with those of the Orient. 2. Make a list of the ways in which geography influenced the Greeks. 3. Suppose the good harbors had been on the western coast, would the history of Greece have been different? 4. Compare the life of the early Greeks (1) with the life of the English colonists in Virginia; (2) with the life of the North American Indians. 5. Was there more good than evil in the early Greek religion? 6. Differences between a Greek state and a modern state? 7. Describe "Life in the Homeric Age." 8. What Oriental influences do you find in early Greek history? 9. Why did the first colonists go to the East? Why did Greeks want to settle in Italy, Sicily? 10. Did the colonies or the mother country advance more rapidly in civilization? 11. How did the colonies benefit the mother state? 12. What was the relation of a colony to the mother country? 13. Show how the religious leagues, the games, festivals, etc., helped to unite the Greeks politically.

X. Athens from Kingship to Democracy.

1. Transition from kingship to aristocracy.
2. The lawgivers: Draco, Solon.
3. The Constitution of Solon.
4. The tyrants: causes of tyranny; good results.
5. The Constitution of Cleisthenes; democracy.
   (a) Pictures: Text pictures; prints from Bureau of University Travel.
   (b) Note-book: Biographical sketch of Draco, Solon, Pisistratus, or Cleisthenes.

XI. Sparta and the Peloponnesian League.

1. Classes of the people: Spartans; perioici; helots.
2. The Spartan system of education (write in note-book).
3. The government and the army.
4. The Peloponnesian League.

INTELLECTUAL PROGRESS.

5. Poetry, philosophy, art.
   (a) Pictures: Text, and prints of architectural subjects.
   (b) Map work: Compare the physical geography of Sparta with that of Athens; locate all the places mentioned on map, p. 103.

XII. Conquest of Asiatic Greece.

1. The Ionian Greeks (for note-books).
2. Crœsus and Cyrus; Cambyses and Darius (one of these for the note-book).
3. The Ionian revolt.
4. Persian plan to conquer European Greece.
   (a) Map work: Color an outline map (see pp. 116, 125) to show (1) the Persian Empire; (2) the Greek colonies in Asia Minor; (3) extent of the Ionic revolt.
   (b) Pictures: Persians (p. 132). Note the trousers. Why were the Greeks afraid of "trousered" people?

XIII. War with Persia and Carthage.

1. The invasion of 490 B. C. and the battle of Marathon.
2. Leaders: Miltiades, Aristides, Themistocles.

3. Invasion of Xerxes: Thermopylæ; Artemisium; Athens; Salamis; Platæa; Mycale.

4. Carthagenian invasion of Sicily.

5. Results of these foreign wars.

(a) Map work: Locate lines of march, battles, etc., on an outline map; study the small maps.

(b) Pictures: Themistocles, Miltiades, Marathon.

XIV. Review. Study Problems.

1. What was the difference between a king and a tyrant? 2. Which did the common people prefer, a tyranny or an oligarchy (aristocracy)? 3. Causes of strife about 628 B. C.? 4. What changes in the Athenian government took place between Solon and Cleisthenes? 5. Compare Solon with Draco; with Cylon; with Pisistratus; with Cleisthenes. 6. Compare the heliots with the hectemoroi. 7. Compare Sparta with Athens. 8. Compare the training of Spartan youth with the training of modern youth. What was the object of the Spartan system? Of the modern educational system? 9. Differences in government between the Peloponnesian League and the United States? 10. Was Sparta a democracy or an oligarchy? Athens? 11. Would you rather read Homer or Hesiod? Why? 12. Name and give examples of the early forms of poetry. 13. Select pictures to illustrate the three orders of architecture. 14. Was ostracism a good or bad thing for Athens? 15. How have they improved from the Homeric age to about 500 B. C. in religion, government, art, etc.? 16. Criticise the Ionians. 17. Why did the Asiatic Greeks consider the Persian rule more oppressive than the Lydian rule had been? 18. Were the Persian heralds justly treated? 19. What city deserved most credit for the Greek victory over Persia? 20. Make a list of the results of the Persian wars.

XV. Leadership of Athens Under Cimon (487-479).

1. Fortification of Athens.

2. The Confederacy of Delos develops into the Athenian Empire.

3. Revolts of allies; causes and results.

4. Relations between Sparta and Athens.

5. Political parties in Athens.

6. Paper: Cimon, Themistocles, Aristides.
   (a) Map work: An outline map color (1) Delian League; (2) allies added to make it the Delian Confederacy.
   (b) Pictures: Acropolis; wall of Athens; trireme.

XVI. Athens Under Pericles.

1. The extent of the Athenian Empire.
2. Relations with neighbors and allies.
3. Government by Athenian democracy.
4. The civilization: art; literature; education; social life; politics.
5. Paper: Art in the Age of Pericles.
   (a) Map work: (1) Athenian Empire; (2) plan of Athens.
   (b) Pictures: Parthenon views; Acropolis; temples on the Acropolis.

XVII-XVIII. The Peloponnesian War.

1. Causes of the war; resources of Athens and Sparta.
2. Character and chief events of the war.
3. The leaders on each side.
4. The Sicilian expedition.
5. Political troubles in Athens.
6. Causes of the downfall of Athens.
7. Results of the war.

THE NEW LEARNING.

8. The sophists.
9. The dramatists.
   (a) Map work: (1) Athens and her allies; Sparta and her allies; (2) the Syracusan campaign; (3) locate each place mentioned in Chapters XI and XII.

XIX. Review. Study Problems.

1. Read Chapter XVII and study the pictures and the map. This chapter is of slight importance. 2. Is Themistocles to be blamed for the trick played about the walls of Athens? 3. Was Athens justified in holding the Confederacy together by force? 4. What benefits did the allies enjoy? 5. Write a history of the

Areopagus. 6. Why could Athens build up a maritime empire more successfully than a land empire? 7. Compare the Athenian democracy with that of an American state. 8. Why was the art, literature, and philosophy of Athens superior to that of other Greek states of this time? 9. Value of the Greek theatre? 10. Make an outline of the causes of the Peloponnesian War. 11. What principles were at issue? 12. Which side stood for the better things? 13. Compare Pericles with Cleon. 14. Your estimate of Alcibiades. 15. An outline of the Peloponnesian war.

XX. Hegemony of Sparta.

1. Imperial policy of Sparta; decarchies, etc.
2. Foreign wars.
3. Persian interference in Greek affairs.
4. Rise of Thebes and defeat of Sparta.
5. Why did Sparta fail?
6. Paper: (1) The Decharchies; (2) the Theban army.
   (a) Map work: On outline map color red the territory controlled by Sparta. Locate all places mentioned in Chapter XIV.

XXI. The Supremacy of Thebes.

1. Policy of Epaminondas.
2. Why Thebes failed.
3. Condition of Greece after the battle of Mantinea.
4. Contrast the Spartan with the Athenian hegemony; with the Theban.
5. Results of the civil wars.
6. Outline: Life of Epaminondas.
   (a) Map work: Study map opposite p. 217 and explain each color.

XXII. Rise of Macedon.

1. The country and the people.
2. Philip: character and training.
3. Conquest of South Greece.
4. Literature and art: Xenophon, Demosthenes, Plato; theatres.

5. Paper: Demosthenes.
   Map work: Color on outline map (1) Macedon, red; (2) states conquered by Philip, blue.

XXIII. Alexander the Great.

1. Character of Alexander.
2. His Asiatic conquests.
3. Results of his work.
4. Attempts at federal union.
5. Spread of Greek civilization: Orient, Egypt.
6. Outline: Career of Alexander.
   Map work: Alexander's empire, showing his line of march, his battles, and cities founded by him.

XXIV. Summary of Greek Civilization.

1. Religion and philosophy. 2. Education and physical training. 3. Position of women. 4. Social life. 5. Great literature. 6. Sculpture and architecture. 7. Government: the city state. 8. Slavery. 9. Spread of Greek civilization: Orient; Egypt; Rome; influence on modern culture.

Dickinson's Greek View of Life is good on the above subjects.

XXV. Review. Study Problems.

1. Why were Sparta and Thebes less successful than Athens in ruling other states? 2. Was the treaty of Antalcidas a disgrace to Greece? Who was responsible for it? 3. Did Greece gain anything from the Spartan or the Theban supremacy? 4. Did the Greek states deserve to be left independent? 5. Why did Athens develop in civilization more rapidly than Macedon? 6. Which was right, Philip or Demosthenes? 7. Should Greece have submitted to Macedonian leadership? 8. Services of Alexander to civilization. 9. If Philip and Alexander had never lived, would the Greek civilization have been as widely spread. 10. Write a paper on the "Attempts at Federal Union." 11. Make a list of the contributions of the Greeks to later civilization.

ROMAN HISTORY.

XXVI. Italy: The Country and the People.

1. The migrations into Italy. First settlers. The principal peoples.

2. The Italian city state. Compare with the Greek city state.
3. The schoolmasters of Rome: the Estruscans and the Greeks.
4. Geographic conditions affecting early history.

Map work: (1) Study the physical map of Italy; (2) locate on an outline map the most important tribes of Italy.

Note-book: Outline—"The Greeks in Italy and Sicily." See index under Italy.

XXVII. Prehistoric Rome.

1. The myths and their value.
2. The early Romans; character, occupations, classes, family life.
3. Government: family, curia, tribe, king, senate, assembly.
4. Servian reforms in government.
5. Religion and morals.
6. Why the kings were displaced.

Map work: Map of the City of Rome, showing each hill and the principal buildings.

Note-book: Paper on "The Roman Family."

XXVIII. Rome Supreme in Italy.

1. Foreign wars and conquests.
2. Issues: highland vs. lowland civilization.
3. Reorganization of the Roman army.
4. Organization of new territory; colonies; roads; government.
5. What made Rome the victor?

Map: Roman roads and colonies in Italy.

Note-book: (1) Organization of the early republican army; (2) Roman road-making.

XXIX. The Struggle Between the Classes (500-264).

1. The government after the monarchy was destroyed; consuls; senate; two assemblies.
2. Peculiarities of Roman assemblies.
3. Grievances of the plebeians leading to the secession.
4. The struggle for written laws and its results.

5. The struggle for economic rights. What was gained?
6. The struggle for political rights. What was gained?
7. The classes during this period.

Note-books: (1) The Decemvirs and the twelve tables; (2) make a list, with dates, of all that the plebeians gained in this period.

XXX. Review. Study Problem (509-264 B. C.)

1. Explain how the geography of Italy influenced Roman history. 2. Why was civilization slow in reaching Italy? 3. Had the best harbors of Italy been on the eastern coast, what difference would this have made in the history of the country? 4. Compare early Italian institutions with early Greek institutions. 5. How were the Greeks and the Italians related? 6. Trace on the map the growth of Rome under the kings. 7. Write an outline of "The Romans During the Regal Period." 8. Compare regal Rome with Homeric Greece. 9. What wars of the period 509-264 belong to the conflict between the hills and the lowlands? 10. Trace the development of the Roman army to 264. 11. Compare the colonies of Rome with those of Greece. 12. Compare the expansion of Rome in Italy with the expansion of the United States. 13. Was it better for the world that Rome conquered the Samnites? 14. How did the change from monarchy to republic affect (1) the magistrates, (2) the senate, (3) the people? 15. Which was the most popular assembly? Why? 16. What did the plebeians gain by the first secession? 17. Compare the Twelve Tables with the early Greek codes. 18. Trace the growth of the power of the plebeians. 19. Compare a Roman with a Greek assembly; with an American legislature. 20. How did our word "censorious" get its meaning? 21. Make a list of the magistrates of the republic with the duties of each. 22. Changes in the plebeian class (509-264 B. C.). 23. When the patricians were forced to give up an office to the plebeians how were the fruits of victory lessened? 24. Compare the Romans (before 264) with the Greeks as to character. 25. Complete unfinished maps that have been passed over; review all pictures that will illustrate the history of this period.

XXXI. Expansion Outside of Italy (264-133 B. C.).

1. The Punic wars; dates.
2. Causes of the struggle with Carthage.
3. The resources of Rome and Carthage compared.
4. Character and chief events of the wars.
5. Leaders: Regulars, Hamilcar, Hannibal, Fabius, the Scipios.
6. Conquest of Greece by Rome.
7. Territorial results of these wars.

Map: (1) Expansion of Rome about the Mediterranean to 133; (2) route of Hannibal's invasion; (3) mark the places where battles occurred.

Note-book: Outline the life of one of the leaders mentioned above.

XXXII. The Growth of Plutocracy (264-133 B. C.).

1. Roman rule in the provinces.
2. Conditions in Rome and Italy after the Punic wars.
3. The government in 133 B. C.; senate; magistrates; the assemblies.
4. Foreign influences on culture and morals.
5. Scipio and Cato compared.

Note-book: (1) Causes of the decay of Roman character; (2) the Roman senate.

XXXIII. The Beginning of the Revolution: the Gracchi, Marius and Sulla.

1. Need of political and economic reform.
2. Tiberius Gracchus and economic reform.
3. Caius Gracchus and political reform.
4. Why the Gracchi failed.
5. Marius and the new army.
6. The Italians gain Roman citizenship.
7. Marius and Sulla.

Map work: Study all previous maps in the text.

Note-book: (1) The Roman public lands; (2) the work of the Gracchi brothers.

XXXIV-XXXV. The Fall of the Republic: Pompey, Cæsar, and Octavius.

1. Pompey to 62 B. C.
2. The conspiracy of Catiline; Cicero.
3. The first triumvirate.
4. Julius Cæsar in Gaul.
5. Civil war. Cæsar vs. Pompey.
6. The government of Cæsar; estimate of his work.
7. Octavius (or Octavianus) becomes sole ruler.
8. Roman civilization in the "Ciceronian age."

Map: (1) Color all provinces added from 133 to 27 B. C.; (2) Locate all places mentioned in the lesson.

Note-book: Paper on Cicero, Pompey, Cæsar's Army, Cæsar in Gaul, Anthony or Octavius.

XXXVI. Review. Study Problems (264-27 B. C.).

1. Compare Rome and Carthage. 2. Debate this question: "Was the policy of Rome in acquiring territory outside of Italy a wise one?" 3. How did the Romans get a navy? 4. The Carthaginians in Spain. 5. Describe Hannibal's invasion of Italy. 6. Why did he not conquer Rome? 7. Why did Rome interfere in the East? Why did Rome destroy Corinth and Carthage? 8. How did Rome organize the territory conquered outside of Italy? 9. Compare the federal policy of Rome inside Italy with the imperial policy outside. 10. Effects of the Roman conquests upon the Roman people. 11. Conditions making reform necessary. 12. Conditions making peaceful reform practically impossible. 13. Describe each class of Rome about 133 B. C. 14. Bad effects of giving free food to the populace. 15. How did the senate get such control of the Roman government? 16. Compare Cato and Scipio Africanus. 17. Write a history of the peasant class to the death of Caius Gracchus. 18. Why did not the Gracchi rely upon legal methods of reform? Were they justified? 19. What caused them to fail? 20. How does the Jugurthine war show the degradation of Roman character? 21. Make an outline of the military organization from the regal period to the reforms of Marius. 22. Causes of the social war. 23. Why did Rome become illiberal in extending the franchise?

24. What permanent good could be hoped for from the work of Marius or Sulla? 25. Prove that from the time of the Gracchi conditions are tending toward monarchy. 26. What classes would profit by a monarchical government? 27. What did Marius, Sulla, Pompey, and Cæsar each contribute to the development of a monarchy? 28. Suppose Cæsar had not conquered Gaul—what then? 29. Was it better that Cæsar, not Pompey, won? 30. Compare Cæsar and Caius Gracchus as reformers. 31. Why did the republic fall? 32. Why was a monarchy less oppressive to the empire than the rule of the aristocracy had been?

XXXVII. The Empire: The Julian Emperor (27 B. C.—41 A. D.)

1. The dyarchy; the rule of two—the emperor and the senate.
2. The task of the emperor; the frontiers; the provinces.
3. Authority and policy of Augustus.
4. Public works of Augustus.
5. Literature of the Augustan age.
6. The succession; Tiberius; the position of the senate.

Map work: Make a map of the Roman Empire in 14 A. D., marking the boundaries of each province and coloring red the frontiers that were dangerous.

Note-book: Outline "Benefits of the imperial rule."

XXXVIII. From Dyarchy to Monarchy; the Claudian and Flavian Emperors (41-96 A. D.).

1. Claudius; extends the franchise; public works; strengthens the monarchy.
2. Nero; Seneca; the burning of Rome.
3. Vespasian, Titus, and Domitian; the destruction of Jerusalem; public works; destruction of Pompeii; centralization of authority in the emperor.

Map: Color the senatorial provinces red and the imperial provinces blue.

Note-book: (1) The destruction of Jerusalem; (2) Nero and the Christians.

XXXIX. The Five Good Emperors: the Limited Monarchy (96-180 A. D.).

1. Why called the "good emperors."
2. Additions to the empire: Dacia; the East.
3. Administration of Trajan.
4. Administration of Hadrian.
5. Administration of Marcus Aurelius.
6. The early Christians.
7. Public works of the period; architecture; sculpture.
8. Literature: the "Silver age."

Map: (1) Mark the additions to the empire made under the "Good Emperors"? (2) the fortifications of Hadrian.

Note-book: (1) Marcus Aurelius; (2) the early Christians.

XL. Review. Study Problems (27 B. C.-180 A. D.).

1. What classes lost and what gained by the establishment of the new monarchy? 2. Compare the government of Augustus with that of Cæsar. 3. Why was suicide common at this period? 4. Compare the public works of Rome with those of Greece. Which were the more useful? 5. What republican forms and institutions survived under Augustus? 6. Why was the senate unfriendly to the Emperor? 7. Were the provinces better governed under the republic or under the empire? 8. How did Rome benefit the countries she conquered? 9. Were the advantages of Roman rule greater than the disadvantages? 10. Why did the emperors not continue to expand the Roman Empire? 11. Write a history of slavery to the time of Nero. 12. Show how the provincials became more influential in Roman affairs. 13. Outline the history of the extension of the citizenship. 14. Explain this: "Like their god Janus, the Roman emperors have a double face." 15. Prove that Rome improved morally between the time of the Gracchi and the time of Marcus Aurelius. 16. Can you account for the fact that the good emperors most severely persecuted the Christians? 17. What frontiers were in danger? 18. If you had been a provincial which would you have preferred, the empire or the republic? Why? 19. Why were the Christians so disliked? 30. Compare the imperial au-

thority under Marcus Aurelius with that under Augustus. 21. Write a paper on Roman architecture. 22. Write a paper on Roman sculpture.

XLI. A Century of Revolution: the Barrack Emperors (180-284 A. D.).

1. Causes: lack of law of succession; reliance upon the army; the Pretorian Guard.

2. Ceptimus Severus and Caracalla: administration; the jurists; extension of the franchise; taxation.

3. The "Thirty Tyrants;" the barbarian invasions.

4. Aurelian restores order.

5. Loss of territory and prestige; significance of the building of walls.

Map work: Mark on an outline map (1) all places mentioned; (2) territory lost by the Roman emperors before Aurelian.

Note-book: Outline (1) causes of the decline of the Roman Empire; the Pretorian Guard.

XLII. From Diocletian to Constantine Absolute Monarchy (284-337 A. D.).

1. Reorganization of the empire under Diocletian: the four rulers and their duties.

2. Constantine and the removal of the capitol. Significance of this removal.

3. Christianity, a state of religion.

4. Causes of the decline of Rome.

5. The decline of culture.

Map work: Map of the Roman Empire, showing the prefectures and dioceses about 305.

Note-book: (1) Constantinople; (2) Constantine; (3) Diocletian; (4) the rise of Christianity.

XLIII. The Barbarian Invasion and the Fall of the Western Empire (337-475 A. D.).

1. Julian the apostate; Theodosius.

2. The Germans; character; civilization; tribes.

3. Germans come into empire (1) gradually and peacefully;

(2) hostile invasions.

4. Alaric, Stilicho, Gaiseric, Attila.
5. The end of the empire of the west.
6. Why the empire "fell."

Map work: (1) Locate the German tribes in their original homes; (2) show their lines of march in the Roman Empire; (3) the places where they settled.

Note-book: (1) The early Germans; (2) Julian the apostate; (3) a German invasion.

XLIV. The Barbarian States.

1. Condition of Europe about 476.
2. The barbarian kingdoms; government; the two peoples; religion.
3. Influence of Rome upon the barbarians.
4. Results of the invasions; religion; fusion of peoples; barbarian codes of laws.

Map: The German states about 525.

Note-book: (1) Theodoric; (2) Arianism.

XLV. The Eastern Empire; Charlemagne's Empire.

1. Justinian; the civil laws; his wars.
2. Lombards; Anglo-Saxons.
3. The Franks and the Pope; the Mohammedans.
4. Charlemagne's Empire.

Map: (1) Charlemagne's Empire; (2) the Eastern Empire of Justinian's time.

Note-book: (1) The Roman law; (2) the Pope; (3) Charlemagne; (4) Mohammed; (5) iconoclastic controversy.

XLVI. Private and Social Life of the Romans.

1. The family.
2. The Roman house and furniture.
3. Slaves, freedmen, clients.
4. Social life and amusements.
5. Religion; pagan and other religions.
6. Occupations.
7. Morals and manners.
8. Death; funeral customs.

9. Roman schools and education.
10. Dress and ornament.
11. Food and drink.

Pictures: Review all that can be had.

Note-book: Expand the above outline in the note-book. (Read Preston and Dodge's Private Life of the Romans.)

XLVII. Summary of Ancient History.

1. The three fields of ancient history: the Orient, Greece and Rome.
2. Principal divisions of each field; principal dates.
3. The task of the Orient.
4. The civilization of Greece and its influence on later times.
5. The mission of Rome.
6. Influence of the ancient civilizations upon modern culture; religion; art; government; social customs; literature; inventions; sciences; industry; intellectual and moral ideals; law, etc.

XLVIII. Review. Study Problems. (180-800 A. D.)

1. Elements of weakness in the empire before Commodus. 2. New causes of decline, 180-284. 3. Account for the great influence of the armies. 4. Why were the frontier walls "monuments of the weakness and decay of Rome?" 5. Compare the Revolution, 133-27 B. C., with the revolution 180-284 A. D. 6. Can you justify the despotism of Diocletian? 7. Why was a new capitol necessary? 8. Why was Christianity made a state religion? 9. Show that the Christian church was organized like the Roman Empire. 10. Show that the Germans and Christians weakened the empire. 11. Explain: "The empire was a great tax collecting and barbarian fighting machine." 12. Why did the eastern part of the empire stand so much longer than the western? 13. Why did the Greeks and Romans become civilized before the Germans? 14. Compare the early Germans with the early Greeks and Romans. 15. Relations of the Germans and Romans from Marius to 376 A. D. 16. Origin of the word "vandalism." 17. Causes of the "fall of the Western Empire." 18. Would the people of the time notice the "fall" of Rome?

Why? 19. What did the Germans get from the Romans? 20. Why is the period 400-800 called "the Dark Ages?" 21. Prove that the Germans were not hostile to the Roman civilization. 22. Why did the Ostrogoths and the Vanals fail? 23. Prove that Constantinople was the "bulwark of Europe." 24. Which battle was the most important: Marathon, Salamis, Metaurus, Actium, Adrianople, Chalons, or Tours? 25. Was Charlemagne a Roman emperor? 26. Compare the empire of Charlemagne with the empire of Diocletian. 27. Who do you think was the most important character of Roman history?

SYLLABUS OF MEDIÆVAL AND MODERN EUROPEAN HISTORY, 800-1916 A. D.

Text: Myers' Mediæval and Modern History. Three times a week. Third year.

The field of Mediæval and Modern History is a vast and complex one. Only the most important subjects can be taught. In teaching the middle ages, emphasize its transitional character and its few great institutions; show how it is related to the classical past, and how it broadens into modern times; study the Germans, the Church, the Universities, feudalism and chivalry; center the work around these large topics; make it plain that national life hardly existed. In this period pictures are specially useful in aiding to an understanding of the time. In modern history note the change of ideas and ideals, the influence of great inventions, the rise of modern states, the development of international relations, the increasing complexity of social and industrial conditions, the expansion of the civilized world, the spread of intelligence, and the progress of democracy. Constant comparison should be made with frequent reference to earlier periods.

Both teacher and pupil will find Leadbetter's "Outlines and Studies" (published by Ginn & Co.) a useful companion to the text, which it was designed to accompany. The syllabus is to a considerable extent based upon it. Map work is indicated in the syllabus. The Outline Atlases of McKinley or of Atkinson, Mentzer and Grover (free copy to teachers), will be good

guides for this work. Much pictorial material is available. See the references to map and picture work in the Ancient History syllabus. The student's note-book should contain the reports made on the topics suggested at the end of each chapter, and either a topical outline of each chapter or the review work written out in full.

REFERENCE LIST.

Robinson, History of Western Europe (Ginn & Co.).

Cheyney, Social and Industrial History of England (Macmillan).

Emerson, Mediæval Europe (Ginn).

Robinson, Readings in European History (Ginn).

Green, Short History of the English People (Harper).

Mathews, The French Revolution (Longmans).

Lowell, Governments and Parties in Continental Europe (Houghton).

Bateson, Mediæval England (Putnam).

McCabe, Abelard (Putnam).

Johnston, Napoleon (Scribner).

MEDIÆVAL AND MODERN HISTORY.

I. General Introduction.

1. Periods of European History (476-1916).
2. Meaning of "Fall of Rome."
3. The chief factors in European civilization: the classical, the Christian church, the Germanic races.

Map work: Review the maps of the later Roman Empire; the Barbarian Invasions.

Note-book: A description of Europe about 500 A. D.

II. Review.

1. Greek contributions to civilization (Review).
2. Latin contributions to civilization (Review).
3. The Christian Church in the Roman Empire (Review).
4. The Teutonic Races (Review).

III. The German States on Roman Soil.

1. The principal invading tribes and their places of settlement.

2. Relations between German rulers and Roman subjects.

3. Reasons for the special importance of the Franks, the Lombards and the Anglo-Saxons.

Map: The German states about 500 A. D.

Note-book: One of the topics for reports on page 13. Hereafter take subjects for topical reports from the list given at the end of each chapter of the text.

IV. The Church.

1. Christian Church after the fall of the Western Empire.
2. The conversion of the Teutonic invaders.
3. Influence of paganism upon Christianity.
4. The monastic orders and their services to civilization.
5. The Papacy and the church organization in the Middle Ages.

Map: Pepin's Gift to the Pope.

V. Fusion of Latin and Teuton.

1. Absorption of the Teutons by the Latins and the rise of Romance nations.
2. The development of Romance languages.
3. The Teutonic legal customs.
4. The influence of Roman law.

VI-VII. Review Topics and Questions.

1. Give some examples of the influence of the physical features of Europe upon its history. 2. Why is the expression "Fall of Rome" misleading? 3. Name the special virtues of the Teutons. 4. Compare the German barbarians with the North American Indians. 5. Picture the march of the Visigoths from the Danube to Spain. 6. Which of the barbarian chiefs showed the most kingly qualities? 7. Account for the success of the Franks. 8. Prove that Clovis was a great leader. 9. Which was "the one purely German nation" that rose upon the wreck of Rome? 10. Debate this: Was it better for civilization that the Germans broke up the Roman Empire? 11. Who has been called the "John Eliot of the Germans," and for what reason? 12. Of what political importance to the Franks and the Angles was their conversion to the orthodox Catholic faith?

13. Discuss this: "The missionaries from Ireland laid the cornerstone of Western civilization on the Continent." 14. Account for the rapid spread of monasticism. 15. Estimate the good work of the monasteries. 16. In what ways did the organization of the Church resemble that of the old Roman Empire? 17. Describe the conditions which led the church to assume many functions of civil government. 18. Summarize the German additions to the ancient civilization. 19. Compare the German conquest of Rome with the Roman conquest of Greece. 20. Why was Latin more easily corrupted in the German-Roman provinces than English is to-day by foreigners in the United States? 21. What advantages did Latin have in its struggle with the Teutonic tongue? 22. Prove that the German laws were cruder than the Roman laws. 23. What German institution was the germ of the modern legislature?

VIII. The Eastern Empire.

1. Justinian the lawgiver.
2. The Corpus Juris Civilis.
3. Services of the Eastern Empire to Western Civilization.

Map: Eastern Empire about 550 A. D.

IX. Rise of Mohammedism (622 —).

1. Arabia: the country and the people.
2. The career of Mohammed.
3. The Mohammedan doctrines.
4. Expansion of Moslem power.
5. The civilization of the Saracens: good and evil of their religion.

Map: The Moslem power in 750.

X. Charlemagne's Empire.

1. The Franks and the Pope.
2. Charlemagne as a man and as a ruler.
3. The organization of the Empire.
4. Decline of the Empire.

Map: Mark the boundaries of Charlemagne's Empire; the boundaries of the three Kingdoms at the treaty of Verdun.

XI. The Invasion of Northmen.

1. Characteristics of the Northmen.
2. Expansion and colonization.
3. The Danes in England.
4. Norsemen in France (Normandy).

   Map: Scandanavia in the ninth century.

XII-XIII. Review Topics and Questions.

1. What does Europe owe to the Eastern Empire? Prove that Belisarius was a great commander. 3. Explain this statement about Justinian: "A man of Slavonian birth, he ruled over a people who spoke Greek and called themselves Roman, to whom he issued a law book which few of them could either read or understand." 4. What parts of the world are still under the influence of Roman law? 5. How did the Roman law reach Louisiana? 6. Conditions which prepared the way for Mohammed. 7. Account of the Christian and Jewish elements in the Moslem faith? 8. Why were the Mohammedans such fierce fighters? 9. Compare the work of Boniface with the work of Mohammed. 10. Why were the Mohammedans checked by the Christians more easily in the West than in the East? 11. Prove that Arab Spain was the most enlightened country of the time. 12. The greatest deed of Charles Martel. 13. Why was the alliance of the Papacy with the Franks so important? 14. Was Charlemagne a Frenchman? 15. Make a list of the important things he did. 16. What special interest attaches to the Strasburg Oaths? 17. Reasons for the migration of the Northmen. 18. Where did they settle? 19. Good and bad results of the settlement of Northmen in France and in England.

XIV-XV. Feudalism and Chivalry.

1. The origin and meaning of feudalism.
2. Its essential elements.
3. Relation of lord and vassal.
4. Feudal ceremonies.
5. The condition of the serfs.
6. Result of feudalism.
7. Relation of chivalry to feudalism.
8. Its spirit and ideals.
9. Its influence upon the manners and customs of the time.

XVI. The Norman Conquest of England.

1. Normandy: the place and the people.
2. The extent of Norman power in Europe.
3. William the Conqueror and the conquest of England.
4. Norman rule in England and its results.

Map: England, 1065 and 1066.

XVII. The Emperors and the Popes (962-1122).

1. Conflicting views as to the relations of Pope and Emperor.
2. The restoration of the Empire and the Papacy.
3. Gregory VII and Henry IV.
4. Questions at issue and the result.

Map: Holy Roman Empire, 1000 A. D.

XVIII. The Crusades.

1. Causes of the Crusades.
2. The principal Crusades.
3. Crusaders' states in the Holy Land.
4. Results of the Crusades.

Map: Europe and the East, 1095; routes of the principal Crusades.

XIX. Review Topics and Questions.

1. What public need caused the development of feudalism? 2. Explain: "No land without a lord, no lord without land." 3. Show how benefices were "a sort of money." 4. Meaning of the word "vassal" in feudal days and now. 5. How did feudalism weaken the hold of the landlord and the power of the king? 6. Describe the cultivation of land by the serfs? 7. What do you learn about Chivalry from Marmion and Ivanhoe? 8. Compare the tournaments with the games of the Greeks, with the gladitorial combats of the Romans. 9. In what countries did the Northmen (Normans) settle and where did they exert the most influence? 10. Explain fully why William was able to defeat Harold. 11. What features of feudalism did William take care not to introduce into England? 12. What good did the Norman rule do England? 13. What language did the Normans in England speak? the English? 14. Describe the "Bayeux tapestry." 15. Compare the claims to power of Henry IV with

those of Gregory VII. In what respects do they conflict? 16. Show how feudalism made trouble between the state and the church. 17. The effect upon Germany of the investure struggle. 18. Conditions in Asia which helped to cause the Crusades. 19. How did the crusades result in strengthening the power of the king of France? In more self-government for the cities of England? 20. Find out the history of the horses of St. Marks. 21. Compare the military religious orders with the monastic orders. 22. Significance of the Children's Crusade. 23. Compare the temper of the early Christians with that of the Crusaders. 24. Make a list of the various motives that actuated the Crusaders.

XX. Church and State (1122-1431).

1. The Papacy at the height of its temporal power.
2. The services of the Mendicant Orders.
3. The "Babylonian Captivity" and its results.
4. The great church councils and their results.

XXI. The Mongol and Ottoman Invasion of Europe (1241-1453).

1. The three invasions: (1) Germans, (2) Saracens, and (3) the Turks and Mongols.
2. Results of the Mongol invasion of Slav territory.
3. Results of the Turkish invasion of Southwestern Empire.
   Map: Eastern Europe, 1250 to 1464.

XXII. The Mediæval Towns.

1. Causes of the development of towns.
2. Industrial and commercial life.
3. Mediæval city organization.
4. The Italian despots and the city republics.
5. Services of the towns to civilization.
   Maps: The Hansa Towns; Mediæval Trade Routes.

XXIII. Education and Learning During the Middle Ages.

1. The rise and organization of the Universities.
2. The subjects of study.
3. The methods of instruction.

4. Mediæval student life.
5. Scholasticism of the Schoolmen.
6. The art of the Middle Ages.

XXIV-XXV. Review Topics and Questions.

1. State the questions at issue in the struggle between the kings and the popes during the late Middle ages. 2. Account for the influence of the mendicant friars. 3. Effects of the removal of the papal seat to Avignon. 4. Causes and results of the Great Schism. 5. Review the text relating to the Church and explain each technical term, as: bull, interdict, benefit of clergy, etc. 6. Why was there so little town life in the early Middle Ages? 7. Why did the kings offer privileges to towns? 8. Compare the guild to the modern trade union and to the trust. 9. Prove that the business methods of the Middle Ages were unlike those of to-day. 10. Describe the development of a university. 11. What was the difference between a university and a college in the Middle Ages? to-day? 12. Explain: first, second and third estates.

XXVI-XXVII-XXVIII. The Growth of the English Nation to 500.

1. Decline of feudalism and the rise of national states.
2. Saxon, Danish, and Norman England (Review).
3. The Plantagenet period: (a) The six early Plantagenets; (b) Administrative reforms; Magna Charta; (c) Rise of Parliament.
4. The troubles with Scotland.
5. The Hundred Years War.
6. The War of the Roses.
7. English language and literature.

Map: England, 1154 to 1500; the Hundred Years War.

Note: It is suggested that as much time as possible throughout the year be devoted to the history of England at this point and at pages 334, 420, 480, 599, and 669. Give extra topics and library work.

XXIX-XXX. The Rise of France (987-1328).

1. The Frankish state (Review).
2. The rise of the Capet family; the Valois line.

3. The English influence in France.
4. The struggle between the king and the feudal nobles.
5. The Crusades. The Templars.
6. The consolidation of the state.
7. The French language; troubadours; trouveurs.

Map: France, 1180, 1328.

XXXI. Spain and the Middle Ages.

1. The Gothic and the Moorish invasion (Review).
2. The Christian states and the Moorish wars.
3. The Spanish Inquisition.
4. Spanish language and literature.

Map: Spain, 1100, 1210, 1492.

XXXII-XXXIII. Germany and Italy in the Late Middle Ages (1000 —).

1. The Frankish Empire (Review).
2. The revival of the Empire: Otto and the Hohenstaufens.
3. The Emperors and the Popes (Review): Results for Germany and Italy.
4. Growth of towns in Germany and Italy.
5. Why no national government in either state?
6. German literature.
7. Italian language and literature.

Northern Europe.

8. Rise of Russia.
9. The Scandinavian states.

XXXIV-XXXV. Review Topics and Questions.

1. The English kings and the papacy. 2. What prevented absolute monarchy in England? 3. Compare Parliament and the estates general. 4. Edward I was called "the English Justinian." Why? 5. Why was the Model Parliament so called? 6. Debate this proposition: "Fortunately for England, she lost her French possessions." 7. In what ways did the Hundred Years War help to end the Middle Ages? 8. Obstacles in the way of the early French kings. 9. Bouvines was the "first modern battle." Explain. 10. What prevented the Estates General from becoming as important as Parliament? 11. Trace the his-

tory of our word Seigniorage." 12. Did the "Third Estate" mean "the people"? 13. Compare Moslem Spain with Christian Spain. 14. For what reason should Queen Isabella be mentioned in American history? 15. King Ferdinand was "the father of international politics." Explain. 16. Why were the Spaniards out of sympathy with other Europeans? 17. Evils of the connection of Germany and Italy. 18. Compare Otto and Charlemagne. 19. Evils of the elective system in Germany. 20. Trace to its origin our word "steelyards." 21. Meaning of the double-headed eagle on the German flag of to-day. 22. Italy was but "a geographical expression." Explain. 23. Why did feudalism never gain a strong hold in Italy? 24. Italy was "an old man of the sea" upon the neck of Germany. Explain. 25. Compare an Italian despot with an American city "boss." 26. How did the Tartar invasion aid civilization? 27. Why did Constantinople hold out so long after the fall of the Western Empire? 28. Why are the Turks allowed to remain in Europe?

XXXVI-XXXVII-XXXVIII. The Renaissance.

1. What was the Renaissance Movement?
2. Conditions making possible the Italian Renaissance.
3. The literary aspects of the Renaissance: the New Learning; the Humanists; printing.
4. Artistic revival; painting; sculpture; architecture.
5. The geographical discoveries: the New World.
6. Results, good and evil, of the Renaissance.

XXXIX. The Protestant Revolution and the Catholic Reformation.

1. Nature and causes of the movement.
2. The Humanists of Germany and England.
3. Tetzel and indulgences.
4. Martin Luther and the German revolution.
5. Catholic reaction: Catholic reformation.
6. Results of the Protestant Revolution and the Catholic Reformation.

XL. Review Questions and Topics.

1. Compare a man of the Middle Ages with a modern man. 2. The Italians were "the first born among the sons of modern

Europe.'' Explain. 3. Explain how the classics influenced the Renaissance. 4. Show how popes and civil rulers aided the Renaissance. 5. Compare the Renaissance in Italy with the Renaissance in Germany, in France. 6. Explain why the Renaissance brought certain pagan influences. 7. Unsolved problems left by the Middle Ages for modern times. 8. Contributions of the Middle Ages to civilization. 9. Trace the history of the jury system. 10. Compare the kingship in France with the kingship in England. 11. What mediæval institutions exist to-day? 12. Conditions which forced the search for a new route to India. 13. What had pepper to do with the discovery of America? 14. Compare Toscanelli's map and Behaim's globe with a modern map and globe. 15. Why were Spain and Portugal earlier than England and France in exploring and colonizing? 16. Show that the Protestant Revolution was a political and social as well as a religious movement. 17. Compare Luther with Erasmus, with Calvin. 18. Were the Protestants more tolerant than the Catholics? 19. Compare the peasant wars in England and France with the German peasant revolt.

XLI. The Ascendency of Spain.

1. The Spanish power under Charles V.
2. Charles V and the Protestant Revolution.
3. Charles V and France.
4. Phillip II: character and policy.
5. Decline of Spain.

   Map: The Possessions of Charles V.

XLII-XLIII. England Under the Tudors.

1. England before the Tudors (Review).
2. Henry VII founds a strong monarchy.
3. Henry VIII and the breach with Rome.
4. Edward VI and Radical Protestantism.
5. Mary and the Catholic reaction.
6. The reign of Elizabeth.
7. Elizabethan literature.

XLIV. The Rise of the Dutch Republic.

1. The Netherlands: the country; the people.
2. Revolt from Spain.

3. William of Orange.
4. Wars and independence.

XLV. Review Topics and Questions.

1. Meaning of "balance of power." 2. Causes of dispute between Francis I and Charles V. 3. Causes of the decline of Spain. 4. An estimate of Henry VIII. 5. Causes, immediate and remote, of the separation of the English from the Roman church. 6. Prove that Elizabeth was a great ruler. 7. Make a list of the great men of her time. 8. Causes of the revolt of the Low Countries. 9. Compare William of Orange and George Washington.

XLVI. Religious Wars in France.

1. The Protestant Revolution in France.
2. Position of the Huguenots in the state.
3. Religious wars and the Edict of Nantes.
4. The reign of Henry IV.
5. Richelieu and the Huguenots.

XLVII. The Thirty Years War.

1. Causes and general character of the war.
2. The four periods of the war.
3. The peace of Westphalia.
4. Results of the Thirty Years War.

XLVIII. Review Topics.

1. Causes of the growth of the Huguenots. 2. How did the Huguenots become a political party? 3. Character of the religious wars in France. 4. Show that the independent political power of the Huguenots was dangerous to France. 5. Causes of the Thirty Years War. 6. Motives of the several combatants. 7. Make a list of the results of the war.

XLIX. The Age of Absolute Monarchy.

1. The doctrine of the divine right of kings.
2. The enlightened despots.

France Under Louis XIV.

1. France before Louis XIV (Review).
2. Louis XIV: character and aims.

3. The wars of Louis XIV.
4. France in America.
5. Court of Louis XIV.
6. Causes of decline after Louis XIV.

L-LI-LII. The Stuarts and the Political Revolution in England.

1. The Tudor period (Review).
2. James I and Parliament.
3. Colonization in America.
4. Charles I and Parliament.
5. The Civil War.
6. The Commonwealth and the Protectorate.
7. The Restoration; Charles II.
8. Despotism of James II.
9. The revolution of 1688.

Map: England at the beginning of the Civil Wars, showing territory held by the king and territory held by Parliament.

LIII. Review Topics and Questions.

1. Conditions which led many people to prefer absolutism. 2. Compare the nobles of England with those of France. 3. Prove that Louis XIV was not as great as Henry IV, his grandfather. 4. Account for the weakness of the French colonies. 5. Compare James I and Louis XIV. 6. What advantage as to power had a French king over an English king? 7. Can you justify the execution of Charles I? 8. Why did the Commonwealth and Protectorate fail? 9. Results of the Puritan Revolution and the Revolution of 1688.

LIV. Rise of Russia.

1. Russia before Peter the Great (Review).
2. Peter the Great: character and aims.
3. War between Russia and Sweden.
4. Catherine the Great.
5. Expansion of Russia.

Map: Rise of Russia.

LV. Rise of Prussia.

1. The beginning of Prussia (Review).
2. The great Elector Frederick William.
3. Unification and expansion of Prussia.
4. Frederick the Great, enlightened despot.

Map: Rise of Prussia.

LVI-LVII. The Expansion of England.

1. Queen Anne and the House of Hanover.
2. The English expansion into America.
3. Expansion into India.
4. Conditions in Europe affecting the colonies.
5. Growth of cabinet government.
6. Moral reform: Methodist movement; slave trade abolished, etc.
7. The American Revolution.
8. The industrial revolution.

Map: British Empire in 1713, 1765, and 1785.

LVIII. Review Topics and Questions.

1. What made Russia more Asiatic than European? 2. Prove that Peter was a great ruler. 3. Prove that, judged by our standards, he was a bad man morally. 4. Why did he want "a window to the west"? 5. How did the Crusades influence Prussia? 6. Compare Frederick the Great with Louis XIV, with Peter the Great. 7. Criticise Frederick's policy toward Maria Theresa. 8. Trace the development of English sea power. 9. What enabled England to conquer the French colonies? 10 Was it better for civilization that the American colonies won their independence? 11. Compare the English Cabinet with the American.

LIX-LX. The French Revolution.

1. The government of the benevolent despots; their theories (Review).
2. Conditions in France causing the Revolution.
3. The Estates-General and the National Assembly (1789-1791): The First French Constitution.
4. The Legislative Assembly (1791-1792).

5. The National Convention (1792-1795).
6. The Terror (1793-1794).
7. The Directory (1795-1799).

Map: Europe in 1789.

LXI-LXII. Napoleon.

1. The Consulate (1799-1804).
2. The constructive work of Napoleon.
3. The French Empire (1804-1815).
4. Napoleon's wars.
5. The Continental System.
6. The national reaction against Napoleon.
7. An estimate of Napoleon and his work.

Map: The French Empire, 1811.

LXIII. Review Topics.

1. Prove that the French people in 1789 were in no worse condition than others. 2. Why did the Revolution begin in France? 3. What countries felt the Revolution? 4. Account for Napoleon's rapid rise. 7. Why did he sell Louisiana? 8. Explain why Napoleon failed. 9. What of his work has lasted? 10. Sum up the results of the Revolution.

LXIV. The Reaction: the Age of Metternich.

1. The Restoration: Louis XVIII and Charles X.
2. The Revolution of 1848 and the second republic.
3. The second empire.
4. The third republic.

LXVI. England in the Nineteenh Century.

1. Growth of Democracy.
2. Removal of religious disabilities.
3. The Irish question.
4. Economic reform.

Map: British Empire in 1905.

LXVII. Review Topics and Questions.

1. Prove that the Congress of Vienna was reactionary; that it was unwise. 2. State the views of Metternich and compare them with those of Americans. 3. Compare Europe of 1815 with

Europe of 1914. 4. Why was France so long in settling down to a stable government? 5. Compare the revolutions of 1830 and 1848 with the revolution of 1789-1815. 6. England has been "a political model for Europe." Explain. 7. Why do we find reform instead of revolution in England? 8. Make a list of English reforms during the nineteenth century. 9. Why are there more Irish than English in America?

LXVII. Spain in the Nineteenth Century.

1. Spain during the French Revolution (Review).
2. The revolution of the Spanish colonies in America.
3. The Holy Alliance and the Monroe Doctrine.
4. The Spanish-American War, 1898.
   Map: The Spanish possessions, 1815, 1916.

LXIX. The Unification of Italy.

1. Italy in 1815.
2. Struggle against Austrian rule.
3. The leadership of the House of Piedmont.
4. The gradual unification of Italy.
5. The Papacy and the Italian state.
6. Italy of to-day.

LXX. The Unification of Germany.

1. Germany in 1815.
2. The struggle for liberty and union, 1815-1848.
3. Policy of William I and Bismarck.
4. Wars with Austria and France.
5. Germany since 1871.

LXXI. Austria-Hungary.

1. Austria in the German Confederation (1815-1866).
2. The Revolution of 1848.
3. The War of 1866.
4. The race question.
   Map: Races in Austria-Hungary.

LXXII. Russia Since 1815.

1. Alexander I.
2. Policy of Nicholas I.

3. The Polish question.
4. The emancipation of the serfs.
5. The Eastern question.
6. Nihilism and absolutism.
7. The War with Japan.

Map: Russian Empire, 1900; Europe of to-day.

LXXIII. Review Topics and Questions.

1. Trace the development of Italian unity. 2. Meaning of "Itala fara da se"? 3. Compare Mazzini with Garibaldi, with Cavour. 4. What is the "Roman Question"? 5. How did Germany become a consolidated state? 6. Why did so many Germans come to America, 1848-1852? 7. Compare Bismarck and Cavour. 8. Compare the German government with the American. 9. Reasons for Spain's backwardness in the nineteenth century. 10. How did Switzerland become a real state? 11. In what respects is Russia backward? Why? 12. What is *"The Eastern Question"?* Meaning of *"The Sick Man of Europe"?* 14. Are the Russians capable of self-government?

LXXIV-LXXVI. Expansion of Europe in the Nineteenth Century.

1. The revival of interest in colonial expansion.
2. The partition of Africa.
3. England in America, Asia, Africa, Australia.
4. France in Africa, Asia.
5. Germany in Africa and Asia; China.
6. Russian expansion to the East; the trans-Siberian Railway.
7. The expansion of the United States.
8. Problems: China, Japan, the civilization of the advanced and backward races.

Maps: Color a world map for each colonial empire.

LXXVII. The New Age.

1. The Hague Conference.
2. The Labor Problem.
3. Socialism.

LXXVIII. Review Topics and Questions.

1. Why do the European states desire colonies? 2. Name the great colonial powers with their possessions. 3. Criticise the colonial policies of Belgium, Germany, France, United States, England. 4. Prove that the Boers were behind the times. 5. Show how the desire for expansion may result in international complications. 6. How much of the world has been civilized during the nineteenth century? Compare the world of to-day with the world of 1800; the world of 1800 with the world of Charlemagne. Which is the greatest contrast?

SYLLABUS OF AMERICAN HISTORY.

Text: Stephenson's American History. Fourth year.

American institutions and the American people are of European origin; Colonial America was merely an expansion of Europe into the New World. So American history should be studied and taught as closely related to European history. The habits, customs, ideas, and institutions of the Americans until the nineteenth century were those of France, Spain, and England, modified by the changed environment of America. And since the beginning of the nineteenth century there has not been a great deal that is distinctly new in American life. The European background then must be understood or the full significance of American history will be missed. The European conditions affecting exploration and colonization, the tremendous fact of the substitution of the Atlantic for the Mediterranean as the center of the civilized world, the transplanting of European institutions and the development of these in the New World, the modification of old customs and the beginning of new ones, the conquest of material obstacles—these are the significant topics in early American history. The influence of geographical conditions should be constantly emphasized, and the study of wars and battles subordinated to the study of institutions, ideas, and ideals. Throughout the work there should be comparison of earlier and later conditions, events, and characters, and frequent reference to and use of history work already done. Much more reading can be done in this course than in previous courses.

Note-book work, map making and map study, the use of pictures and other aids have been described in the preceding syllabus on Ancient History. Either the McKinley Atlas of United States History or the Ivanhoe Historical Note-book will be useful as a guide in historical geography.

REFERENCE LIST.

Wilson, History of the American People. (Harper & Bros., New York.)

Fiske, American History; Old Virginia and Her Neighbors; New England; Dutch and Quaker Colonies; American Revolution; Critical Period. (Houghton, Mifflin & Co., Boston.)

Hart, Source Readers; Source Books; American History Told by Contemporaries. (Macmillan Company, Atlanta, Ga.)

Fleming, Documentary History of Reconstruction. (A. H. Clark Company, Cleveland, Ohio.)

Andrews, Our Own Time. (Scribners, New York.)

Earle, Home Life in Colonial Days. (Macmillan, Atlanta.)

Smedes, A Southern Planter. (James Pott, New York.)

AMERICAN HISTORY.

I. The Period of Discovery.

1. What the Ancients knew about geography.

2. What the people of the later Middle Ages (1450) knew about geography.

3. The Norse explorations.

4. Conditions in Europe which led to the discovery by Columbus.

5. Columbus: character, discoveries, career.

6. Explorations and early settlements: (a) Spanish; (b) French; (c) English.

Maps: The known world about 800, 1450, 1600; the voyages of discovery; the first settlements of the Spanish, French, English.

Note-book: Make summaries of readings.

II. The Indians of North America.

1. Numbers and location.
2. Character; civilization.
3. Relations with the whites.

III. The Southern Colonies.

1. Conditions in England which induced colonization.
2. Methods of colonization.
3. Virginia, a typical southern colony: (a) settlers; (b) occupations; (c) labor question; (d) government.
4. Maryland: government; religion.
5. Carolinas: peculiar constitution.
6. Georgia: twofold object.
7. Relations with Indians.
8. Life in the southern colonies.

Map: The Southern Colonies in 1650, 1750.

IV. The New England Colonies.

1. The Pilgrims and the Puritans: character, religion, position in England.
2. Plymouth and Massachusetts Bay; Connecticut, Rhode Island.
3. Colonial government in New England.
4. Education and the Church; the Quakers.
5. Home life in New England.
6. Compare New England with the South as to character of settlers, government, occupations, religion, etc.
7. The geography of New England compared with that of the South.

Map: The New England Colonies, 1650, 1750.

V. The Middle Colonies.

1. New York: (a) The Dutch Settlers and their institutions and customs; (b) the English conquest; (c) growth of self-government.
2. Pennsylvania, "a Quaker Experiment"; (a) The Friends and their principles; (b) William Penn; (c) the Pennsylvania government.

3. New Jersey and Delaware.
4. Life among the Dutch and Quakers.

Map: The Middle Colonies, 1750.

VI. The Spanish in America.

1. Location of their colonies.
2. Motives of colonists.
3. Spanish colonial government.
4. Policy toward natives.

Map: Spanish possessions in New World, 1750, 1765, 1825, 1900.

VII. The French in America.

1. Canada and Louisiana.
2. Settlers; missionaries and traders.
3. Policy toward natives.

Map: French possessions, 1765.

VIII. The Struggle Between France and England.

1. Location of the colonies of France and England.
2. Causes of wars.
3. The four intercolonial wars.
4. The English conquest.

Map: Locate battles and trace campaigns; North America in 1756 and 1765.

IX. English Colonial Development to 1750.

1. Political development: representative government; taxation; charters; attempts at union.
2. Economic development.
3. Social progress.
4. Conditions, social, economic, and political, about 1765.
5. Home life in the colonies.

X. Review Topics and Questions.

1. Knowledge of geography in 800, 1450, 1500. Why did Europeans want to get to India? What had the Chinese to do with the discovery of America? Pepper and spices? The Turks? 4. Prove that England secured the best part of America. 5. Show why the Englishman and the Indian could not live together

peaceably. 6. Why did the Indians like the French better? 7. Was "representative government" in Virginia an experiment? 8. Show that each colonial government resembled the English government. 9. Point out the difference in the case of each colony. 10. Motives which induced people to come to America. 11. Classes of people who came. Different nationalities. 12. Make a list of causes of dispute between colonists and their governors. 13. Different religious sects in America about 1750. 14. Compare the plantation life of the South with the town life of New England. 15. How did physical geography influence colonial history? 16. Compare a colonial charter with a state constitution. 17. Different forms of colonial government. 18. In what respects were they like the modern state governments? 19. Make a list of things now common that the colonists did not have. 20. Why has it always been easier to have schools in the North than in the South? 21. Prove that religious toleration has not always existed in America. 22. Influence of tobacco in colonial life. 23. What made North Carolina unlike South Carolina? 24. Compare the colonial history and government of Louisiana with that of Virginia. 25. Prove that the English colonies gradually drew toward union before 1775. 26. Which colony would you have preferred to live in? Why?

XI. Causes of the Revolution.

1. Underlying causes: distance from England; different social and economic and political ideals and conditions.

2. Immediate causes: revision of laws relating to navigation and trade, taxation, etc.

XII. The Revolution.

1. The campaign in New England.
2. The campaign in the Middle Colonies.
3. The end of the war in the South.
4. Growth of the idea of independence; the declaration.
5. Government during the Revolution.
6. Washington.
7. Results of the Revolution.

Map: The three fields of campaign with dates; the United States in 1783.

XIII. The Critical Period (1783-89).

1. The Articles of Confederation.
2. Turbulance and disorder in the states.
3. Weakness of the government.
4. The Westward movement.
5. The Convention of 1787 and the new Constitution.

XIV. The Country in 1789.

1. Territory and population.
2. Agriculture and other occupations.
3. Government and laws.
4. Life in Washington's time.
   Map: The United States in 1789.

XV. Federalist Supremacy.

1. Federalist and Anti-Federalist.
2. Washington's administration.
3. The organization of the new government.
4. Foreign affairs.
5. John Adams and the fall of Federalists.

XVI. The Jeffersonian Republicans (1801-1817).

1. The growth of the West.
2. Jefferson's views and policy.
3. The courts and impeachments.
4. Struggle for neutral rights.
5. Purchase of Louisiana.
6. Madison.
7. The Young Republicans and the War of 1812.
   Map: United States in 1809; the battles and campaigns of the War of 1812.

XVII. Social and Economic Conditions After the War of 1812.

1. Westward expansion.
2. Economic development. The tariff.
3. The cotton gin and slavery.
4. Social conditions.

XVIII. Review Topics and Questions.

1. Make a list of the remote general causes of the American Revolution; of the immediate causes. 2. Does the Declaration of Independence give the causes accurately? 3. Can you justify the conduct of the Tories? 4. Resources of the colonies for carrying on war. 5. Prove that Washington was the greatest man of the war. 6. Prove that the fighting in the South was the most important of the Revolution. 7. Make a list of the defects of the Articles of Confederation. 8. How did the public lands help to hold the states together? 9. Prove that 1783 to 1789 was a "critical period." 10. Compare the government under the Constitution with that under the Confederation. 11. Compare the United States of 1789 with the United States of 1900. 12. What English elements has our Constitution? What original elements? 13. What is the difference between making a law and making a treaty? 14. Compare the political views of Washington with those of Andrew Jackson? Difference between the Federalists and the Anti-Federalists. 16. Prove that the purchase of Louisiana was wise. 17. How did the War of 1812 cause the development of American manufactures? 18. Make a list of results of the War of 1812. 19. How did the Revolution and the War of 1812 affect Louisiana?

XIX. Administrations of Monroe and Adams (1817-1829).

1. The "American Theory."
2. The second national bank, 1816.
3. Internal improvements.
4. Slavery and the Missouri Compromise.
5. The Monroe Doctrine.
6. The states and the Indians.
7. Rise of political parties.

Map: Slave states, 1789-1821.

XX. Jacksonian Democracy (1829-45).

1. Political views of the westerners; Jackson a representative.
2. New political methods.
3. The spoils system.
4. The bank controversy and other financial questions.

5. Nullification.
6. Abolition agitation.
7. Crisis of 1837.
8. Political parties and platforms (1829-45).

Map: United States in 1825, 1845.

XXI. The Mexican War and Anti-Slavery Agitation.

1. Early Southern opposition to slavery.
2. The emancipationists vs. the abolitionists.
3. The annexation of Texas.
4. The war with Mexico.
5. The Wilmot proviso and the struggle over slavery in the territories.
6. Compromise of 1850; personal liberty laws.
7. Underground railroad; the Kansas-Nebraska troubles.
8. The Republican party.
9. Dred Scott Decision.
10. The Lincoln-Douglas debates.
11. John Brown raid.

Maps: The United States in 1840, 1845, 1850, 1860; presidential elections, 1852, 1856, 1860.

XXII. The United States in 1850.

1. Territory and population.
2. Travel and communication.
3. Gold as a factor in expansion.
4. Commerce and industry.
5. Cities and city life.
6. Inventions and discoveries.
7. Intellectual progress.

XXIII. Review Topics and Questions.

1. Why did the North not oppose the admission of Alabama, and later oppose the admission of Missouri? 2. What part of the country demanded "internal improvements"? 3. Compare J. Q. Adams with Andrew Jackson. 4. Compare the West with the East; the Jackson Democrats with the former Jefferson Republicans. 5. Why were the new states more democratic than the old ones. 6. How did the "spoils system" injure the gov-

ernment? 7. Make a list of the new political methods used by the Jackson Democrats. 8. What inventions of importance were so used as to increase the difference between North and South? 9. Make a list of the differences between North and South about 1835. Consider climate, soil, occupations, products, etc. 10. Why was there more manufacturing in the North than in the South? 11. Reasons why Texas was annexed to the United States. 12. Account for the rise of abolition sentiment. 13. Compare their abolition sentiments with those of the Southern people. 14. What did most of the Northern people think of slavery, 1835-1860? 15. Prove that Lincoln did not, in 1861, intend to destroy slavery. 16. What was the meaning of John Brown's raid? 17. Why did the growth of the Republican party so alarm the South?

XXIV. Secession and Beginning of the Civil War.

1. Causes of secession.
2. The Confederate government.
3. Attempts to compromise.
4. The policies of the two presidents.
5. Fort Sumter and the beginning of the war

Map: Showing (1) seceding states: (2) Union slave states; (3) Union free states.

XXV. The Civil War.

1. The resources of North and South compared.
2. The general plan of campaign of the North; the South.
3. The principal armies and their leaders.
4. The principal campaigns and their results by years.
5. The war on the sea.
6. Foreign affairs.
7. The negro question during the war.
8. Northern and Southern finances.
9. Northern opposition to the war.
10. Life in the Confederacy.
11. Results of the war as to slavery, secession, and state sovereignty.

Map: (1) The principal campaigns and battles; (2) the Confederacy at the end of each year.

XXVI. The Beginning of Reconstruction.

1. Lincoln's and Johnson's plans.
2. Opposition by Congress.
3. The fight between Congress and the President.
4. Attempt to remove President Johnson.

Map: The United States showing (1) the states with representation in Congress, 1865-68, and the state without representation.

XXVII. Reconstruction in the South.

1. The congressional plan and the Reconstruction Acts of 1867.
2. The Freedmen's Bureau.
3. Carpet-bag government in the South.
4. The amendments to the Constitution.
5. The Union League and Ku-Klux Klan.
6. The election of 1876, and the overthrow of reconstruction.

Map: The five military districts, 1867-1868.

XXVIII. Reconstruction Period in the North (1865-76).

1. Conditions after the war.
2. Politics 1865-76.
3. Westward expansion and the admission of new states.
4. The French in Mexico and the Monroe Doctrine.
5. The Alabama claims.
6. The Atlantic cable and the Pacific railroad.
7. Corruption in office.
8. Financial affairs (1865-76).

Map: United States in 1876.

XXIX. Review and Topic Questions.

1. Make a list of the causes of secession. 2. Compare the Confederate Constitution with the Federal Constitution. 3. Account for the fact that England sympathized with the South. 4. Prove that the capture of New Orleans and of Vicksburg were very important events. 5. Make a list of the causes of the success of the North. 7. Why were the Southern mountaineers disloyal to the South? 8. Make a list of the ways in which the South suffered more than the North. 9. Make a list of the re-

sults of the war. 10. How did Congress punish the Southern people? 11. Prove that Lincoln had different plans. 12. Why were the negro carpet-bag governments so bad? 13. Was the Ku-Klux movement justified? 14. Do the negroes vote now? Why? 15. Make a list of the causes of the failure of Reconstruction. 16. Was the electoral dispute of 1876 properly settled? Prove your answer.

XXX. The United States in 1877-1885.

1. Self-government restored in the South.
2. Civil service reform.
3. Finances.
4. Capital and labor.
5. The new South and its problems.

Map: United States in 1885.

XXXI. The United States (1885-1897).

1. Grover Cleveland's administration, 1885-1889.
2. The Chicago anarchists.
3. Important legislation; electoral count; presidential succession; interstate commerce.
4. The tariff question.
5. The silver coinage struggle.
6. The Farmers' Alliance and the Populist party.
7. Labor troubles.
8. Foreign affairs.
9. Cleveland and the civil service.

Map: United States, 1897.

XXXII. The Expansion of the United States.

1. The war with Spain.
2. Annexation of territory.
3. Philippine problem.
4. Cuban problem.
5. The Panama Canal.

Map: The United States in 1900.

XXXIII. Present Problems.

1. The trust problem.
2. Relations between capital and labor.

3. The race question in the South.
4. The regulation of railroads and interstate commerce.
5. The tariff question.
6. Problems of city government.
7. Government of colonies.
8. Immigration.
9. Relations with South America.
10. Our position in the East: the open door to China.
11. Conservation of natural resources.
12. Suffrage and ballot reform.

XXXIV. Summary and Review of American History.

1. Territorial expansion since 1607.
2. Increase of population.
3. Development of government since 1607.
4. English elements in American institutions.
5. Progress of democracy.
6. Economic progress.
7. Development of political parties.
8. Religious conditions in America as compared with Europe.
9. Social progress since colonial times.

XXXV. Review Topics and Questions.

1. What is meant by the demonetization of silver? Bi-metalism? Free coinage of silver? 2. Principles of the Greenback party. 3. Explain the causes of the Farmers' Alliance movement and the rise of the People's party. 4. To what extent has civil service reform been accomplished? 5. What order of procedure was established by the Presidential Succession Act? 6 Compare the views of the Democrats on the tariff with those of the Republicans in 1889. 7. What was the Homestead law and what were its results? 8. Compare the South of 1900 with the South of 1860. 9. Make a list of the inventions, improvements, etc., that have influenced America since 1800. 10. Should we hold the Philippines or give them independence? 11. What is the trust problem? 12. What is meant by the "open door" in China? 13. Make a list of arbitrations to which the United States has been a party. 14. Write a history of manufacturing in America. 15. A history of the staple crops in America. 16. A

history of the negroes. 17. Problems of immigration. 18. Make a list of things in which progress has been made since 1800. Compare the United States with European states.

HISTORY LIBRARY LIST.

The following list of books is recommended for the high school library, to supply needed references for the courses in high school history:

Ancient History

1—Plutarch's Lives, five volumes.....$7.50
2—Gulick's life of the Ancient Greeks, Appleton publisher. 1.50
3—Johnston's Private Life of the Romans, Scott publisher. 1.50

Mediæval and Modern History.

1—Einhard's Life of Charlemagne, Harper publisher..... .30
2—Munro and Sellery's Mediæval Civilization, Century Company publishers..... 1.00
3—Mathews' French Revolution, Longmans, publisher..... .20
4—Johnston's Napoleon, Holt publisher..... 1.25
5—Green's Short History of England..... 1.00

United States History.

1—Sparks' Expansion of the American People, Scott publisher..... .60
2—Earle's Home Life in Colonial Days, Crosset & Dunlap publishers..... .75
3—Eggleston's History of American Life, two volumes, Barnes publisher..... 2.25
4—Hart's Source Readers, four volumes..... 2.50
5—Eggleston's Southern Soldier Stories, Macmillan publisher..... 1.50
6—Andrews' History of the United States in Our Own Times..... 3.50

reference list.

Ashley, Federal State. (Macmillan Company, Atlanta, Ga.)
Bryce, American Commonwealth. (Macmillan Company, Atlanta.)
Hart, Actual Government. (Longmans, New York.)

Johnston, History of American Politics. (Holt, New York.)
MacDonald, Select Documents Illustrative of American History. (Mamillan Company, Atlanta.)

CIVICS

Text: School Civics, by Boynton-Kelly (Ginn & Co., New York).

In a country governed by popular suffrage, where free schools are maintained to train citizens, the study of civics assumes an importance second to the study of no other subject. It is not a subject, however, easily presented to children. Civics may easily become too bookish and abstract for great numbers of high school pupils and result in the acquisition of empty words and phrases, or, at best, in burdens of knowledge that were unrelated in the pupil's mind to daily life and study.

The syllabus here given reverses the old order of presentation. It begins with what is concrete and near at hand. It concerns itself, first of all, with those means, activities, and agents of the government that are local. It aims to connect the study of civics with the daily life of the pupil and to emphasize the importance of local government because it is historically the source of all government.

When once a basis of civic facts and experiences has been established from local sources, state government which embraces most of the relations of daily life should be taken up. The state constitution, as the fundamental law, should here be presented with sufficient detail to reveal its source, its nature, and its large outlines. The many ways in which the state controls or may control the citizen should be made clear and the duties of the citizen to the state should be fully discussed. Thus the pupil is made ready for the study of the federal powers and activities which the people of the state have intrusted to the national government. At this point history and civics meet. The study of the constitutional period shows the origin of national government and the study of subsequent history, including the present, is largely a study of national development under the constitution.

In order to carry out this outline, it will be necessary to depart from the order of topics as given in the text; indeed, it

may be necessary to give quite a portion of the initial work in civics without making regular assignments from the text, using the text as soon as suitable chapters can be found to fit into the scheme here presented.

(The following outline is a modification of that prepared for the Schools of New York state.)

Preliminary Steps.

1. Make a list of some twenty or more services rendered to the pupil or their families by some governmental unit and classify these as rendered by (a) the school district, (b) the town, village, or city, (c) the state, (d) the nation, and discuss the relative importance of these various services to the well-being of the pupil.

2. Determine why these services are not left to the individual to perform; the advantages of cooperation; the necessity of some surrender of individual control in any organized community.

3. A brief resume of the rise of cooperative control by the body of citizens in our own country as seen in building stockades, roads, schools, supporting a church, etc.

The School District.

A study of the school district to bring out such facts as

1. How and when established.
2. Its boundaries and how determined.
3. Officers, if any.
4. Special tax, amount, who may vote on.
5. Number of educables in the district, if there is one; number of educables attending school.

Village or Town.

1. A study of the particular natural advantages or conditions which have caused the relatively close settling of a number of families in a small area. The new conditions made necessary by such centers of population:

(a) Macadamized or paved roads.

(b) Sidewalks and curbs.

(c) Sewers.

(d) Street lights. Whether under public or private control. Relative advantages. Method in other places. Cost.

(e) Water supply. Public or private. Relative advantages. Method in other places. Cost.

(f) Removal of refuse.

(g) Street cleaning.

(h) Fire protection. Volunteer or paid.

(i) Care of public health.

(j) Administration of justice.

(k) Graded and higher schools.

(l) Officers, how selected; when; length of term; duties, etc.

(m) Parks and recreation centers.

(n) Finances.

(1) Sources of revenue: licenses, fines, fees, rentals of public property, taxes, special assessments.

(2) Assessments for taxation purposes. The real estate and personal tax.

(3) Tax rate. The rate as compared with that of parish and state.

The Parish.

1. Parish officials: duties of each; how chosen; how removed.

2. Finances of the parish:

(a) The expenses of the parish.

(b) The parish tax: how levied; how collected.

3. The judicial system:

(a) The grand jury: composition; selection; duties (indictment, presentment); mode of procedure.

(b) The trial or petty jury: lists of jurors, and how made; liability to jury duty, and exemption therefrom; duty of citizen to serve as a juror; selection of the panel; number; number required for a verdict; pay of jurors.

(c) Duty of the district attorney.

(d) Duty and jurisdiction of the justice of the peace and constable.

(e) Duties of the sheriff: ex-officio tax collector; execution of civil judgments and criminal sentences; preservation of order; the posse comitatus.
(f) The crime of perjury.

THE GOVERNMENT OF THE STATE.

I. The Constitution of the State of Louisiana:
   A. By whom established; why established; how established; by whom drafted.
   B. Importance of the Constitution as the fundamental law, seen:
      (1) In guaranteeing personal rights.
      (2) In determining suffrage rights and the manner and the time of voting.
      (3) In creating legislative bodies, defining their duties and limiting their action.
      (4) In creating executive and administrative offices and defining the duties thereof.
      (5) In creating state and local courts.
      (6) In safeguarding state and local credit and caring for public property and public institutions.
      (7) In providing a public school system.
      (8) In providing for its own amendments.

II. The state, the greater regulator of our everyday life, as shown:
   A. In its creation and control of:
      1. The school district, the town, city, and parish, with their close relation to our daily life as already shown.
      2. The personnel of the voting body, by fixing their qualifications, even those of the voters for federal officers.
      3. The number, kind, and qualifications of the elective and appointive officers of the lesser units, including the power of removing many city and parish officials by state authority.
   B. In its enactment and enforcement of the great majority of the laws which govern the citizen in his daily life, such as:
      1. Creation and safeguarding of all civil and property rights, with regulation of transfers and inheritances.
      2. Creation and control (save for interstate commerce) of all corporations.

3. Special control of all banks and trust companies (save national banks), and of all insurance companies and building and loan associations.
4. Control of all common carriers so far as traffic within the state is concerned.
5. License and control of the liquor business.
6. Sanitary regulation.
7. Exercise the right of eminent domain.
8. Supervision of education.
9. Authorization of the levying of all taxes for state and local purposes.
10. Provision for certain portions of the defective, dependent, and delinquent classes.

III. These various activities of the state, as of the local unit, require for their exercise the three organs of government: the law-making, the law interpreting, and the law enforcing; or the legislative, judicial, and executive departments.

A. The state legislative department.

1. The state legislature.

(a) The source of the lawmaking power, representing "the people of the State of Louisiana."

(b) The legislature divided into two houses; advantages; disadvantages.

(c) Composition of the Senate; how elected; compensation.

(d) Composition of the House of Representatives; apportionment; the state census; election; compensation.

(e) Organization of the House of Representatives:

(1) The Speaker: his election, powers of the Speaker in the appointment of committees, in "recognition" of members.

(2) The Clerk and minor officers, how selected, duties of.

(f) Organization of the Senate:

(1) President of the Senate; how elected; powers President Pro Tempore of the Senate; secretary and minor officers, how selected, and duties of each.

(g) Introduction of a bill.
Printing and publicity.
The three readings on three different days.
Reference to a committee.
Hearings.

Various actions by a committee.
Difference between a bill and an act.
Measures that must originate in the House of Representatives.
Legislative commissions.
Amendments to the State Constitution.

B. The state executive.
1. The Governor.
Overshadowing importance of Governor; due to:
(a) His share in legislation, as shown by:
(1) Regular and special messages to the legislature.
(2) Power to call special sessions of the legislature which have the power to deal only with the measures indicated in the special call.
(3) Power over a bill which has passed the Senate and the House; three ways in which a Governor may treat a bill; the power to veto single items in an appropriation bill.
(b) His executive powers as shown by:
(1) Appointment of a large number of administrative officials and boards charged with the duty of carrying out the laws of the state.
Members of (a) State Board of Health, (b) State Board of Education, (c) levee boards, (d) administrators of the different state schools, (e) State Board of Affairs, (f) Commissioners of the Port of New Orleans, (g) Administrators of Charity Hospitals in New Orleans and Shreveport, the two institutions for the insane, the Lepers' Home, (h) Supervisor of Public Accounts, (i) Manager of the State Penitentiary, (j) State Conservation Agent, (k) State Bank Examiner, (l) State Highway Engineer, (m) State Board of Engineers. The Governor fills the unexpired terms of most of the parochial officers.
(2) Control of the militia.
(c) His judicial powers as shown by:
Right to reprieve.
Commute or pardon as a member of pardoning board.
2. Elective executive officials:
1—Governor.
2—Lieutenant Governor.
3—Secretary of State.

4—State Treasurer.
5—State Auditor.
6—Register of the State Land Office.
7—State Commissioner of Agriculture.
8—Superintendent of Public Education.
9—Attorney General.

Election, term, compensation, and general duties of each lesser official independent of the Governor; and in no sense a cabinet; advantage or disadvantage of this arrangement.

C. The state judiciary:

Has jurisdiction in cases beyond the power of inferior courts.

1. District Courts, judges, terms, districts, election, compensation.
2. Circuit Courts, judges, terms, districts, election, compensation.
3. Supreme Court, number of districts and judges, terms, election, compensation.

IV. State control of elections.

All elections, even of federal officials, under state law.

1. The franchise; meaning of suffrage; who may vote.
2. Election districts.

(a) The state one district for federal senators and for major state officials.
(b) Congressional.
(c) Judicial.
(d) Senatorial.
(e) Parish.
(f) Town or city.
(g) School district.
(h) Ward.

Pupil's district for each of the above.

3. Time of election in each of above districts. Reasons for separating local elections as far as possible from state and federal elections.
4. Nominations: party organization in election districts; the primary; party enrollment at registration; ascending scale of committees and conventions; party platforms.
5. Registrations; why more important in cities than in rural districts.
6. Voting: polling places; preparation of the ballots; form of ballot; reasons for secret ballot; marking

the ballot; straight ticket; split ticket; election officers at the polls; challenging a vote; the "short" ballot, reasons for and against.

7. Counting the vote; disposition of the ballots; canvassing the returns; certificate of election.
8. Majority and plurality.
9. Election expenses; how far legitimate; sworn statements by candidates; campaign funds; publicity; how raised; for what used.
10. Bribery; viciousness of; laws against.

V. Finances.

A. State expenses for
   1. State administrative departments.
   2. The legislature.
   3. The judiciary.
   4. Prisons; state training school.
   5. Charity.
   6. The insane.
   7. Education.
   8. The militia.
   9. Pensions.
   10. State debt.
   11. Levees and other public works.

B. Revenues from taxes on:
   1. Property; personal and real.
   2. Liquor traffic.
   3. Sale and lease of public lands.
   4. Inheritances.
   5. Occupation tax, automobile license, etc.

VI. Comparison of State Governments.

Newer state constitutions tend to become much more extensive than those of older states (Oklahoma an extreme case). Reason for this: distrust of state legislatures. Wide diversity of laws in the 48 states; evils of this; the newly formed extra-constitutional "House of Governors", and attempt to lessen this evil.

The Federal Government.

The Constitution of the United States at the time of its adoption embodied the political wisdom of the ages. More profoundly, perhaps, than any other political document, it has influenced the world at large. It is the governmental framework of a mighty and growing world power. It has stood the test of

time and the "shock of civil war". During the 19th century the world changed its mode of life and business more, it may be, than in all the historic centuries preceding; but so adaptive is the Constitution of 1789, that only a few of its minor provisions, to be amended at the right time and in the right way, may be questioned. Such a constitution is worth living under, worth dying for, and eminently worth studying. It should be studied as history in its proper sequence and in its fundamental relations, for only thus can the growth of the United States into a great political power be understood. The Constitution should be studied a second time as civics, as the guide and supreme law of present national life.

I. The Constitution of the United States.
   A. Its authority and purposes as disclosed in the preamble.
   B. Its general scope and limitations (see specially Art. I, section 8, last paragraph, and amendments IX and X).
   C. Creations of the Constitution.
      1. The legislative department: the two houses; the duties prescribed for each house; the special privileges and disabilities of the members of each house.
         (a) The House of Representatives.
            (1) Its members: qualifications; terms of office; distribution; mode of election.
            (2) Special powers of the House.
         (b) The Senate.
            (1) Its members; qualifications; terms of office; distribution; mode of election.
            (2) Special powers of the Senate.
         (c) The method of lawmaking.
         (d) Powers granted to Congress: peace powers; war powers; implied powers.
         (e) Prohibitions on Congress guarding:
            (1) Personal rights, (2) state rights, (3) public credit, (4) the democratic ideal, (5) religious freedom.
      2. The executive department.
         (a) The President: qualifications; term of office; mode of election: (1) original, (2) as fixed in amendment XII.
         (b) Powers and duties of the President: executive; legislative; judicial.
         (c) The Vice-President: qualifications; term of office; mode of election: (1) original; (2) as fixed by amendment XII.
         (d) Duties of the Vice-President.

3. The Judicial Department.
   (a) The Court of Impeachment.
   (b) The Supreme Court.
      (1) Judges, how appointed; number and salary, how determined.
      (2) Jurisdiction: original; appellate.
   (c) Inferior courts, how provided.

D. Prohibitions on state legislatures.
E. Guarantees to the states.
F. Guarantees of personal rights.
G. The formation and admission of states.
H. Provisions for amendments: how proposed, two methods; how ratified, two methods.
I. Miscellaneous provisions: definition of treason; the debts of the Confederation; oath of office.
J. The supremacy of the Constitution.

II. The Federal Government in its relations with the people.

Delegation to the federal government by "the people of the United States" of such powers as they judged to be essential for the establishment of the nation. Control of the people by the federal government direct, not through the states, save in the case of elections.

Contact of the citizen with federal activities.

A. Most obvious of these in everyday life:
   1. Currency.
   2. The postal service.
B. Less obvious:
   1. Taxation.
      (a) Duties on imported goods; with incidental effect upon price of domestic goods.
      (b) Internal revenue: on liquors, tobacco, etc.
   2. Control of interstate commerce; railway rates; pure food laws.
C. Still less personal, but with the possibility of affecting the individual at any time, the control of the federal government over:
   1. All foreign relations.
   2. War and peace; the necessary army and navy; treaties, commercial and other.
   3. Patents and copyrights.
   4. Standards of weights and measures (conformity with these, however, a matter of state regulation).
   5. Naturalization.
   6. Bankruptcy.

7. Property rights through interpretation of the Constitution by the courts as applied to acts of Congress and of state legislatures.

III. The organization of the Federal Government.

As in the state and its subdivisions the three great departments are required: legislative, executive, judicial. Clearer separation of these in the United States than in most other nations; comparison with Great Britain.

A. The legislative department.

1. The organic law: the Constitution; how adopted; amendments to the Constitution (for "unwritten Constitution" see VII).
2. The Congress: two houses.
   (a) The House of Representatives: number; qualifications; election; term; compensation; apportionment to the states; federal census; representatives at large. House represents national idea.
   (b) The Senate: number; qualifications; election; term; compensation; vacancies, how filled. Senate represents federal idea. Demand for popular election of senators, amendment providing.
   (c) The House of Representatives at work.
      (1) In the main the outline of the methods of the House of Representatives of the state legislature will be sucient guide, but requiring special attention are:
      (2) The power of the Speaker, making him a figure of national importance second only to the President.
      (3) The rules of the House; "filibustering". "Leave to print".
      (4) The names and functions of the most important committees.
   (d) The Senate at work.
      (1) The relative dignity of the Senate.
      (2) "The courtesy of the Senate."
      (3) The more important committees and their functions.
      (4) The leader of the majority.
   (e) Special powers of the House.
      (1) The origination of all money bills: largely overridden by the free power of amendment in the Senate.
      (2) Presentation of impeachments.

(f) Special powers of the Senate.
(1) Ratification or rejection of presidential appointments. Executive session.
(2) Trial of impeachments; procedure in impeachment of the President.
(3) Ratification of treaties.

(g) General scope of the powers of Congress.
Closely limited by the Constitution, but
Effect of the "elastic clause"; what it is; how its interpretation affects federal legislation.
Enumeration of powers: (See Art. I, section 8, of the Constitution.)

B. The executive department.

1. The President and the Vice-President; their nomination; qualifications; election; procedure in case of failure to elect; the electoral college; its functions departure of college from original idea (see unwritten Constitution); term of President; discussion of its length; re-election (unwritten Constitution); compensation; law fixing the right of succession to the presidency.

Functions of the President.

(a) Legislative, as shown by:
(1) Messages, annual and special.
(2) Summoning of extra sessions.
(3) Power of veto. Compare with that of the governor. Cannot veto single items; "riders".
(4) Party leadership; control of legislation through appointive power and through popular support.

(b) Judicial, as shown by: Reprieve, commutation, pardon.

(c) Executive, as shown by:
(1) Duty to enforce all federal laws.
(2) Command of army, navy, and militia in federal service in time of war.
(3) Power to negotiate treaties.
(4) Appointment and reception of embassadors and ministers.
(5) Appointment of federal administrative officials; officers of army and navy; postmasters; and especially of heads of executive departments, collectively known as the Cabinet.
(6) Appointment of United States justices.

(7) Appointment of commissions, standing and occasional; interstate commerce; growing importance; tariff commission.

2. The Cabinet.
   (a) Development of the Cabinet as a body of presidential advisers. Term "cabinet" unknown to Constitution; may advise, cannot control, president. Importance of their selection; their selection; their removal from office. Not members of Congress; contrast with British, French, and German systems.
   (b) Personnel and functions of the Cabinet; the departments of the Cabinet and the services rendered by each.

C. The federal judiciary.
   1. The Supreme Court; authorized in the Constitution; dignity of; when it may adjudicate upon the constitutionality of an act of Congress. Its composition and appointment.
   2. Circuit Courts; number; justices; appointment.
   3. District Courts; number; justices; appointemnt; United States district attorneys and marshals.
   4. Classes of cases under jurisdiction of federal courts.

IV. Federal finances: instruments of government.
   A. Revenues, from:
      1. Customs. 2. Internal revenues. 3. Sale of public property.
   B. Expenditures, for:
      1. Various administrative departments of government.
      2. Army.
      3. Navy.
      4. Post-office—nearly self-supporting.
      5. Pensions.
      6. Indians.
      7. Public works.
      8. Redemption and interest of public debt.
   C. The public debt.
      1. Amount; how created; how met.
      2. Comparison with foreign debts.

V. Review of Federal and State powers.
   A. Powers vested in federal government only.
   B. Powers vested in states only.
   C. Concurrent powers.
   D. Powers whose exercise is forbidden to the federal government.

E. Powers whose exercise is forbidden to the states.
F. Powers reserved to the people, and exercisable only by the process of constitutional amendment.
G. Under what conditions the federal government may be called upon to protect a state against domestic violence.
H. Guarantee to each state by the federal government of a republican form of government.

VI. Supremacy of the Federal Government.
A. State may not contravene United States law or treaty.
B. Fourteenth amendment to the Constitution; decides first as to what constitutes federal citizenship; state citizenship dependent upon federal; naturalization a federal function.
C. Citizen's allegiance not divided, but double; primarily for the United States.

VII. Growth or development of government seen in:
A. Amendments.
B. The unwritten Constitution.
Ours theoretically a strictly written Constitution; contrast with unwritten Constitution of the United Kingdom of Great Britain and Ireland.
Precedents which have hardened into unwritten constitional provisions in the United States:
1. The function of the electoral college.
2. Incumbency of the presidency limited to two terms.
3. Possibility of the House of Governors becoming such a precedent.

VIII. Comparison of the British Cabinet system with the presidential system of the United States.
A. Place of the titular executive in each system; President real executive in the United States; Sovereign nominal executive in Great Britain; Cabinet really in control; question as to which system yields greater efficiency; different in prompt compliance with popular will; possibility of antagonism between the executive and the legislative departments in each system.
B. Comparison of the government of the United States with that of other nations.
The United States a federal republic. Switzerland and Mexico. Meaning of federal. Difference from confederation.
1. Centralized republic—France.

2. Aristocratic government. No existing example.
3. Monarchy.
   (a) Absolute. Found now only among obscure peoples.
   (b) Limited. The United Kingdom of Great Britain and Ireland; the German Empire.

REFERENCE LIST.

Ashley, Federal State. (Macmillan Company, Atlanta, Ga.)
Bryce, American Commonwealth. (Macmillan Company, Atlanta.)
Hart, Actual Government. (Longmans, New York.)
Johnston, History of American Politics. (Holt, New York.)
MacDonald, Select Documents Illustrative of American History (Macmillan Company, Atlanta.)

ECONOMICS.

The proper teaching of economics, like the teaching of any science, demands on the part of the teacher thorough preliminary training, and a well defined purpose to dignify the study, by making it a means of mental culture and assuring a practical value.

The methods employed should be, first, the exposition of a body of principles through the medium of a text-book, supplemented by the explanations of a trained teacher; second, the testing of the ability of the students to understand and apply these principles at every step by the solution of original problem questions based upon actual business conditions; third, the application of this body of economic theory, when thoroughly mastered by the pupils, to the study of great economic problems of the age, such as the tariff, the trust, municipal ownership, the labor question.

Text: Bulloch's Elements of Economics.

COMMERCIAL SUBJECTS

COMMERCIAL CURRICULUM.

First Plan.

Commercial arithmetic is given the second term of the first year. Bookkeeping is given throughout the second year, five times a week, double periods. Typewriting is taught throughout the third year five tiems a week, double periods, but stenography

may come in for part of this time if desired. The work for the fourth year is given in the suggested outline in this pamphlet. Practice in stenography and typewriting will be continued.

SECOND PLAN.

Typewriting is given in the place of commercial arithmetic, the second term of the first year. This is continued in the first term of the second year, and bookkeeping is taken up in the second term of the second year. Bookkeeping is continued in the third year, with practice in typewriting. Stenography is taken up here if desired. In the fourth year, commercial arithmetic is taken up in the first term, and the second term is devoted to economics, commercial geography or commercial law. Stenography and typewriting practice is continued.

COMMERCIAL ARITHMETIC.

FIRST YEAR. SECOND TERM.

Text: VanFuyl's Essentials of Business Arithmetic. (American Book Co.)

The operations and principles of arithmetic are supposed to have been learned before the pupil reaches this term. If any pupil has to ask how to work problems in the grammar school arithmetic he has no place in this class. He should be put back at once into the class where the principles of arithmetic are taught. Commercial arithmetic is a drill in the processes and principles of arithmetic in order to make the pupil rapid and accurate in their application.

The first of these processes, and the most important, is the fundamental operation of addition. Your pupils can possibly add a column in figures six broad and ten deep in two or three minutes. You must drill the class until this number can be added in about thirty-five seconds. In like manner give drills in the other fundamental operations.

As to drill in problems, take the text-book and have the problems solved in rapid time, drilling for rapidity and accuracy. Explain to the class that you presume them to know the explanations, but you want them to work the problems and exercises accurately and as rapidly as possible. Then the time comes for the recitation, it will proceed as follows:

Take a pencil and paper (or blackboard, at the option of the teacher,) and write. Teacher will dictate the numbers. Having dictated a small list, pause to have them added. Have the results read correctly. Add in the same manner all the numbers in the pages assigned. Read the numbers rapidly. Some slow pupil will say it is too fast. Keep up the speed. The pupil is too slow. Let the voice be quick and smart. Let the pencils move rapidly. Let the spirit be, "Get it right and get it quickly." And so go on through the book. "Do" every exercise. Do it perfectly. Do it rapidly.

In this work the teacher will have to test the daily preparation of the pupil with much care. Since the pupil has recently gone over general arithmetic, there may be a disposition to enter the recitation without having made preparation for that day's work. That the pupil has made special preparation for the day's work will show in the readiness with which he works the exercises. Let there be no mistake about what is here meant. It is intended that the pupil solve the problems at home and then come to class and work them again before the teacher. Readiness and accuracy are the result of drilling on the doing of definite things. And if the teacher's study of his class reveals that his class is slow on any particular set of problems he should go over that set again and again until the operations are thoroughly mastered.

The book is practical and the boy who has drilled in it as here indicated will be a valuable clerk in any office. His work in bookkeeping will become a pleasure. He will get the inspiration that comes from mastering a subject.

BOOKKEEPING.

Second or Third Year.

Text: Williams and Roger's Modern Illustrative Bookkeeping.

Commercial arithmetic was taught in the first year, but it is important that drills in the fundamental operations and in the classes of problems most frequently occurring in bookkeeping be continued. Accuracy and rapidity in addition, in making out bills, in working discounts, etc., are invaluable. No real bookkeeping is possible without them.

In teaching this subject, follow the text exactly as it is written. After the text has been mastered, if time permits, lectures, comments and related matters may be taken up. The first things for a teacher of a new text-book to do is to study faithfully the text and the point-of-view of the author. Until these have been mastered, he is incapable of making valuable comment or criticism.

Reviews.—At the end of sections, as on pages 20, 39, etc., lists of questions are placed for review purposes. The teacher must make these reviews frequent and thoroughly alive. The questions put in a mechanical way and similarly answered will not serve the purpose for which they were intended. They are meant to be suggestive questions, reviewing and drilling the pupil on what he has passed over. Review and drill until every point is mastered. Review and drill for accuracy, for rapidity, for neatness. Review and drill work call for genuine teaching power. The novelty of the first presentation is gone. To make it stick, to make it vital, these are the climaxes of the teaching.

Neatness and Order.—Insist upon these. Insist upon neat figures. Put units under units, tens under tens, etc. Errors will be made. They are steps in learning. Teach only the best way to correct errors. When a pupil discovers an error in his work, his impatience and disappointment are likely to cause a hurried scratching and erasing, a hasty stroke of the pen through the error, the removal of the page containing the error, etc. Avoid these by early and plain teaching on how to correct errors.

Do not take up a new exercise until the old one is mastered by each student. This work does not demand that the pupils all remain at the same place in the text. They may go according to their ability. Master each exercise before taking up the new one.

PHONOGRAPHY.

THIRD YEAR, 5 PERIODS A WEEK.

Text: Selected by the School.

The teacher should study the text very carefully, so as to present the subject exactly as the pupils have to study it from the book. Get the author's point-of-view.

Study the directions of the book carefully. *Hold the pupils responsible for studying and following them.* You can not hold your pupils responsible for learning the lessons of their books unless you know these lessons perfectly and have clearly before your mind the important points of each lesson. At the end of the course the student should be able to take dictation rapidly and accurately.

TYPEWRITING.

SECOND OR THIRD YEAR.

Complete a good instructor. Do not "pass" the student until he has developed skill and accuracy.

ECONOMICS.

FOURTH YEAR. FIRST OR SECOND HALF. 5 PERIODS A WEEK.

Text: Bullock's The Elements of Economics.

The elements of economics are so intimately connected with the business affairs of all communities that the teacher has an exceptional opportunity in this study to teach the pupils to reflect upon the phenomena about them and to draw conclusions from them. And not only will the pupil draw upon the facts of his environment, but he will draw upon the knowledge that he has learned in other subjects in the course of his study. Here, then, is the most important point for the teacher to observe in this subject. If a knowledge of geography or history lies at the basis of the subject under discussion, be sure that this fundamental knowledge is accurately known before trying to build an economic superstructure upon it. How many pupils and older persons do you find every year deducing important propositions from the history of "Greece and Rome"? Speakers and writers have inferred every imaginable principle and rule from "Greece and Rome", because they are usually very poorly and inaccurately informed about Greece and Rome. A scientific conclusion must be based upon a wide range of accurate observation. If you are studying about corporations, let the pupils become familiar with the corporations that touch them. What corporations affect your community? If the lesson is about consumption of

wheat, approach it from the standpoint of wheat consumption in your community. So, as stated above, whether the knowledge be that of observation or reading, let it be accurately determined before an economic superstructure is to be placed upon it.

The subject of bookkeeping and accounting is studied in the light of its ability to grasp economic problems. Many of the problems of economics are looked at and studied through the bookkeeping terms of accounts, statements, loss, gain, banking, etc. To the practical work of accounting the subject of economics adds the reflections of the student and scholar, and the teacher should study to develop this aim.

Certain chapters will appeal to the class as more practical than others, as the "Production of Wealth", "Rrailroad Transportation", etc. Other chapters are farther removed from the experience of the class, as "Monopolies", "Projects for Economic Reform", etc. The chapters that are on the more familiar subjects should receive more time than those whose subject matter is remote from the class experience and whose theories are in advance of the class scholarship.

Inasmuch as commercial history is an important part of world history, which is studied in the high school, it is recommended that the teacher of history have special regard for this branch and that the time allotted to economics and commercial history be divided between the two subjects.

Text: Coman's Industrial History of the United States.

COMMERCIAL GEOGRAPHY.

Fourth Year. Second Half. 5 Periods a Week.

Text: Adam's Elements of Commercial Geography.

The study of common school geography ceased with the first half of the eighth grade. Commercial geography is put down for the last half of the eleventh grade. Two and one-half years have elapsed and the pupils have forgotten most of the geography they had learned. Commercial geography is the geography of the things being done by mankind to-day, and is therefore a most important branch in the education of our youth.

The first important point to teach is that each pupil must have a clear mental picture of a commercial map of the world.

This means that the pupil must be able to draw such a map as the one at the introduction of the text-book. To study how to draw this map, look at the parallels and meridians on it. See that the parallels gradually increase the length of the map degree as the poles are approached. Why? Draw first the meridians and parallels. Next locate on these meridians and parallels some few points about which you can draw the map of the world. For a first trial locate the following:

a. New Orleans and the mouth of the Mississippi River. See that they are about the intersection of 90 W. and 30 N. Draw a short portion of the coast line in this region.

b. Note the same for coast line of Africa with reference to ° N and ° E.

c. Same for Cairo, Egypt, 30 N. and 30 E.

d. Same for Durban, about 30 S. and 30 E.

Now, with these points located, draw the coast line of the continents from memory, being sure to make it pass through these points.

In like manner clear up from day to day a few more points in the location of the map until your class has a good map.

Geography is concerned with places. Their latitude, longitude, climate, altitude, relation to other geographical facts, etc., must be known before we can interpret their effect upon the commerce of the world. Maps must be known. Places, mountains, rivers, plains, cities, etc., must be known.

The next important point in the teaching of commercial geography is to study especially those commodities that are handled in our own communities. When the sisal hemp is studied, get a sample of it from your store; learn what use your community makes of it. When the manufacture of ceramics is studied in your class, have samples brought to school; find where your merchants get them; learn the grades in your market. And so continue until the class knows fairly well these important facts about all the articles of commerce in their homes and in their community stores.

The text is written for classes in the United States. It has the United States view-point. If the teacher will add the map drawing and localization indicated in the foregoing, and teach

them fairly well, the course in geography will be at once pleasant, practical, and educative.

COMMERCIAL LAW.

FOURTH YEAR I OR II.

Complete the text. Huffcutt's Elements of Business Law.

DOMESTIC ECONOMY

For a complete detail statement of the work of classes in Home Economics see the special pamphlet on that subject, Course of Study in Home Economics, which may be had from the Department of Education, Baton Rouge, La.

The work as there outlined covers the following:

EIGHTH GRADE.

1. Sewing: First half of school year.
2. Cooking: Second half of school year.

NINTH GRADE.

1. Sewing: First half of school year.
2. Cooking: Second half of school year.

TENTH GRADE.

Household management; throughout the year.

1. The house.
2. Sanitation.
3. Water supply.
4. Laundering.
5. Personal and household accounts.
6. Home nursing and invalid cookery.

ELEVENTH GRADE.

1. Cooking: First half of school year.
2. Sewing: Second half of school year.

TEXTS IN DOMESTIC ECONOMY.

A. Cooking and Food Study.

I. Eighth and ninth grades.

1. Domestic Science Principles and Application, Bailey. Webb Publishing Co., St. Paul, Minn.

2. Theory and Elements of Cookery, Williams and Fisher.
   Macmillan Company.

II. Advanced Cooking. Eleventh grade.
   1. Domestic Science, Bailey.
   2. Nutrition and Diet, Conley.
      American Book Company.

B. Sewing and Textiles.

I. Eighth and ninth grades.
   1. Goodwin's Course in Sewing, I, II, III, 60 cents each.
      F. D. Beattys Co., 225 Fifth Ave., New York.
   2. How the World Is Clothed, Carpenter.
      American Book Company.
   3. Shelter and Clothing, Kinne and Cooley.
      Macmillan Company.

II. Eleventh grade. Sewing.
   1. Shelter and Clothing, Kinne and Cooley.
      Macmillan Company.
   2. Household Textiles, Gibbs.
      Whitcomb and Barrow.

C. Household Management.

I. Tenth grade.
   1. Shelter and Clothing, Kinne and Cooley.
   2. Household Management, Terril.
   3. The House, Bevier.
      American School of Home Economics, Chicago.

AGRICULTURE

A fuller treatment of the course in agriculture will be found in a special pamphlet covering that subject, which is being prepared. If you do not have a copy of this pamphlet, write to the State Department of Education, Baton Rouge, La., for a copy.

The full course will comprise four years with three recitation periods and two double periods for practical work per week.

Following are the adopted texts for the different years:

First Year—Duggar's Agriculture.

Second Year—Duggar's Southern Field Crops.

Third Year: Harper's Animal Husbandry.

Fourth Year—Snyder's Soils and Fertilizers.

MANUAL TRAINING

This course at present provides only for instruction and exercises in woodwork and drawing, and includes:

1. Lessons in kinds and qualities of woods, care of tools, etc.
2. Instruction and exercises in free-hand and mechanical drawing of objects used as exercises.
3. Instruction and exercises in bench work in wood-sawing, planing, tenons, mortises and joinery.
4. Project work.

Preliminary preparation should include the equivalent of two periods a week for one year in the use of tools and the making of simple articles out of wood.

First Year.

Mechanical Drawing.—Two and three double periods per week alternating with wood work.

Wood Work.—Three and two periods (double) per week alternating with mechanical drawing.

Exercises in Wood Work.

Note.—Under this heading are given (1) the kind of model, (2) the exercises, and (3) the material to be used.

Gate (rough); measuring, squaring, sawing, boring, and planing; pine wood.

Trestle benches; angle-sawing, nailing; pine wood.

Work bench, table, or sand table; measuring, squaring, boring, sawing, end and surface planing, gluing, screwing; pine or oak.

Towel roller; sawing, boring, end and surface planing, gauging, planing cylinder, counter-sinking, screwing, chiseling, scraping, sandpapering; oak, pine or cypress.

Stand, tabouret, bookcase, or magazine stand; broad surface planing, doweling, gluing, ripping, chiseling, chamfering, sandpapering (with and without block), staining; pine, cypress or oak.

Second Year.

Mechanical drawing and shop work to be given the same time and unit valuation as in the first year.

Drawing board; doweling, edge, end and surface planing, boring, screwing, clamping, filling; cypress or white pine.

Tee square; gauging and chamfering; hard pine and oak.

Bread board; same as drawing board with use of spoke shave; sweet gum.

Picture frame; half lapping joint or mitering, rabbeting; cypress, pine or oak.

Table or cabinet; doweling joints, blocking; pine or oak.

ADDITIONAL EXERCISES.

First Year.

Pointer	Hatchet handle
Billfile	Broom holder
Coat hanger	Bracket shelf
Plant pot stand	Towel rack
Pen tray	

Second Year.

Knife box	Keyed tenon
Half splice	Dovetail
Mortise tenon	Half-mitre Frame
Double tenon	Medicine cabinet
Mortise and tenon	Mission chair

NOTE.—A pamphlet on Manual Training has been prepared for the Department by Mr. Frank Bogard, of the Mechanical and Electric Engineering Department of the Louisiana Industrial Institute. This pamphlet has been issued by the Department of Education and is for free distribution to teachers of this subject in any of our schools. It contains valuable suggestions and numerous details of project work.

DRAWING

INTRODUCTORY NOTE.—These outlines are based upon the supposition that two periods a week, of forty minutes each, are given throughout the entire course. It is felt that a course in art study for the high school should be general enough in its character to equip, as far as possible, the student who may have but one year of high school training with an understand-

ing of such art principles as will have a direct bearing upon his life. Every person of education should understand something of the growth of plants and flowers; of landscape shapes and effects; of the representation of the forms, proportions and colors of objects; of the language of constructive drawing, and of the commoner geometric problems; and finally of the principles of design, which are universal in their application. This reasoning is from the standpoint of *general* education.

ART EDUCATION DRAWING BOOK COURSE.

BOOK EIGHT.

First Year in High School.

(Eighth Grade.)

SEPTEMBER.

Teacher should read "General Suggestions" on inside cover of Drawing Book and select paragraphs adapted to page 4, for the pupil to study.

Study page 4. Point out the important features of the lesson, making sure that the class has studied and understood the work. Pupils should refer to "Glossary of Terms" in back of book for meaning of expressions not understood. Encourage the use of art terms in the discussion of all work in drawing. Practice sketches similar to illustrations shown on page 4, using shadow-box. When work is satisfactory, draw or mount on page 5.

Discuss text on page 6; also study Illustration A, page 39. Mount one or two best color sketches on page 7.

Study page 8, Exercise III. A careful study of the text by each pupil is essential. Devote one lesson to oral discussion of text and sketches. Make large, free sketches from pomegranate. Continue work similar to that suggested in Exercise III, and complete as many good sketches as possible from nature.

OCTOBER.

Use finder for pleasing arrangement from sketches made during last month. Mount best work on page 9.

Study page 10, Exercise IV. Devote one lesson to oral recitation on text. Practice work suggested on page 10 and fill page 11 according to directions. It will interest the class to compare work by mounting sketches and giving "honorable mention" to the best.

Study page 12, Exercise V. Make simple drawing necessary to show that the pupils fully understand the text. When work is satisfactory, mount on page 13. Interesting results can be obtained by using construction paper and working out the sketch in tones of the same color.

NOVEMBER.

Study page 14, Exercise VI. After sufficient practice, carry out instructions given for page 15.

Study page 16, exercise VII. Practice alphabet and single letters. Each pupil should practice lettering his own name artistically, in accordance with the instructions given during the last lessons. See that pupils thoroughly understand spacing. Fill page 17.

Study page 18. Read text carefully. There may not be time to do more than the practice work this month.

DECEMBER.

Continue last month's work and fill page 19 according to directions.

Study page 20. Teacher demonstrates upon the board, so that all may see the receding lines reach the V. P. The rest of this month may be devoted to the making of calendars, or any other work desired by the teacher for Christmas gifts. If pupils make calendars they should letter them neatly.

JANUARY.

Review page 20 and fill page 21.

Study page 22. Several lessons will be needed to explain the text and to make sketches illustrating the rules of perspective as given on this page. Pupils draw from objects and fill page 23.

Study page 24, and fill page 25. Give a written test on the ten rules of perspective and demonstrate each rule by sketches.

FEBRUARY.

Pose work according to page 26. Make several sketches from the same model. Keep the drawings simple. When work is satisfactory, mount on page 27.

Study page 28 and work on page 29 as suggested.

MARCH.

Study page 30, making working drawings as suggested. See that pupils thoroughly understand terms for this new work. Fill page 31 according to directions.

Study page 32 and carry out work according to directions, placing result on page 33. Spend the rest of the month on nature work.

APRIL.

Study page 34 and place work on page 35.

Make portfolios according to page 38. The work on this page is of great value.

MAY.

Study Exercise XX, page 36. Use violets, nasturtiums, or peach blossoms as a motive. Mount on page 37.

Study Exercise XXI, page 36. Apply the stencil design to a scarf or curtain. If the object is to be laundered, use oil paints and turpentine. Mount a duplicate of this design on lower part of page 37.

An occasional lesson from flowers, vegetables or landscape in color will prove a pleasant change for the pupils after many lessons along industrial lines. See that all books are finished before the close of school.

ART EDUCATION FOR HIGH SCHOOLS.

Second Year in High School.

(Ninth Grade.)

SEPTEMBER.

Pictorial Representation: Plants and Flowers.—Chapter I, pages 1 to 10, down to paragraph "Color Quality." Students should prepare for recitation by study of certain paragraphs as-

signed; they should recite from paragraph headings, and discuss in class the illustrations in the book, together with such additional illustrations as it is possible to obtain. They should draw from large growths of grasses, sedges, weeds, flowers or fruits in outline, in neutral washes or in color, as the study suggests. For such work, use large size paper, in light, grayish tints. When sketches are finished, students should use a finder (see pages 18 and 19) to select interesting compositions, and should trim and mount the selection upon a mat of tinted paper of harmonious tone. The mount, as a general rule, should be grayer in its color quality than the dominating color of the sketch. (See color plate facing page 12.)

OCTOBER.

Pictorial Representation: Landscape Composition.—Chapter I, pages 10 to 26, down to paragraph "Figures in the Landscape." Study text and discuss in class. As a further exemplification of the points developed, students may select from a photograph or from a blackboard sketch an interesting composition; then with neutral washes, or with charcoal, they make different value arrangements, using the same composition in a variety of ways. (See Fig. 32, page 23.) This illustration may form the basis of an exercise of this kind; make a tracing of the shapes and fill them in with a value arrangement, not like that in the picture. For example, the sky might be dark, as at night, or as in a storm; the ground might be lighter, as in winter; trees in the foreground might be lighter or darker than the value of those in the picture; water in the foreground might be of the same value as sky, etc. Landscapes in simple values like these are effective when done on tinted paper with flat washes of neutral gray, or on tinted paper in monotones; as, in sepia tones on buff paper; in blue tones on warm gray paper; in green tones on bogus paper, etc. Such studies when trimmed and mounted may be used as decorations for magazine covers, calendars, portfolios, etc.

NOVEMBER.

Pictorial Representation: Still-Life Composition.—"Still-life Drawing," page 26. Study and discuss the text and illustra-

tions on pages 19, 20 and 21, down to paragraph "Landscape Drawing." Practice pencil sketching from carefully placed objects of contrasting values, similar to those objects represented in Figs. 4, 5, 8, 9, 14, 18 and 19. Draw, also, in charcoal outline from simple groups of two objects, using colored chalk as an added element of interest, as illustrated in color plate facing page 33. (See "The Use of Colored Chalks or Crayons", page 33.)

DECEMBER.

Constructive Design.—The work of this month should be the making of some article planned in the drawing period. (See paragraph, "The Development of a Note-book Cover", pages 264 and 265.) The constructive process therein described may be applied to the making of covers of different shapes, sizes and proportions, to fit any need. The student should use as a decorative feature some exercise of the past three months. For example, a portfolio or book-cover may be decorated with one of the tonal landscapes done in October; or an album may be decorated with a flower panel; or a calendar mount may be decorated with a landscape or flower motive; or the cover of a blank recipe book may be decorated with an arrangement of still-life forms in color values.

JANUARY.

Prospective.—Chapter II, page 34. Definite paragraphs should be assigned for study, followed by a full discussion in class of all the principles presented. The text-book will be found invaluable in mastering perspective, as this is a science that is demonstrated and proved in the text, where the rules are concisely and definitely stated. Give Exercises I to IV, page 36, and Exercises VI and VII, page 44. Students should memorize the rules given and be able to demonstrate by quick sketches the principle involved. Cover the ground to "Angular Perspective", page 45.

FEBRUARY.

Constructive Drawing.—Chapter IV, page 103. Study and discuss in class the text from beginning of chapter to "Geometric Problems", page 110. Students should be familiar with

the various instruments and by their use should practice drawing various lines, curves, etc., before taking up problems. When this ground has been covered, the teacher should select twelve of the elementary geometric problems ("Geometric Problems", page 110) and should see that these are very carefully arranged and accurately drawn, as directed in the text. The work should be done in pencil first and then inked in. This will necessitate the making of three plates, which should be properly lettered, etc. Students should familiarize themselves with the geometric definitions given on pages 122 to 128. If much of the work of this month has already been given in the grades below the high school, the class may proceed to the study of "Working Drawings", pages 129 to 135, and work out the exercises suggested on these pages.

MARCH.

Design (see "Introductory Note", page 1).—Chapter VI, page 222. Study text from beginning of chapter to Exercise I, page 224. These paragraphs should be thoroughly discussed in class, as they present most interesting and important principles. When this has been done, student will be ready for Exercise I, page 224. The working out of this exercise should be followed by a class criticism of all work done. (By "class criticism" is meant the posting upon a screen of the work of each student, and the discussion and criticism before the class of the results of an exercise. This gives each student the benefit of the experience of all other students.)

Pupils should be encouraged to look for examples of straight line rhythm in rugs, baskets, textiles, prints, etc., and to bring to class as many of these examples as possible. In the class the merits of these examples should be discussed and the best designs reproduced by the students or used as the basis for modifications. Exercises II and III may then be worked out in class with similar supplementary suggestions and enrichment. The bringing in of material or motives by both teacher and pupil gives local interest and vitalizes the work.

APRIL.

Design: The Principle of Rhythm.—Study pages 225, 226 and 227 to Exercise IV. In discussing this form of rhythm a

variety of materials may be brought into class. Plants, flowers and growths of almost any kind illustrate rhythm, and beautiful examples of this principle may be found in many Japanese prints, in landscape compositions, etc. After thorough discussion of this new form of rhythm, students should work out Exercise IV in class. The working out of this problem may take several lessons. Follow with Exercise V. Do not fail to give students the benefit of class criticism of results.

Design: *The Principle of Balance.*—Study pages 235 to 239, down to paragraph "Further Application of Balance." Discuss this subject matter in class, paragraph by paragraph, as in the study of Rhythm. Select from the exercises given on pages 238 and 239 those problems that it will be possible to work out in class.

MAY.

Design: The Principles of Harmony.—Study pages 242 to 249, to bring "Harmony in Value and Colors." Discuss fully in class. Bring in common examples of harmony and also examples of violation of harmony, and show how these violations might be corrected.

As a finishing touch to the year's work, try to arrange a lesson in the practical application of the principles studied. Refer to pages 261, 262 and 263 for suggestions on "The Development of a Stencil." Or, make a desk-pad, a portfolio, or a note-book. (See page 264, "The Development of a Note-book Cover.") The teacher may select an exercise from these suggestions, and plan lessons to suit the time and the local conditions.

Third Year in the High School.

(Tenth Grade.)

SEPTEMBER.

Pictorial Representation: Details of the Landscape in Pencil Rendering.—Review "Landscape Drawing", pages 21 and 22, and study "Details of the Landscape" and "Accents", pages 23 and 26. Students may copy for pencil technique the sketch of the tree shown in Fig. 3, page 3. They may select with a finder

a composition from the color plate facing page 34, and translate it into a pencil sketch. In a similar way, translate Fig. 13, page 39. The landscape details shown on page 25 may also be copied and enlarged. After this preliminary work, students should attempt other things of this kind—objects seen from the schoolroom windows, or about home, such as towers, roofs, chimneys, rocks. gateways, dormer windows, etc. Paper of light tint, such as gray or buff, may be used for this work with artistic effect.

OCTOBER.

Perspective.—Study in review pages 33 to 45. Give exercises to test the students' understanding of these principles. Study paragraphs "Angular Perspective", page 45, "Objects at 45 Degrees", page 47, and "Study of the Open Door", pages 48 to 50. The text given offers a fine opportunity for the student to familiarize himself with the principles of perspective, with the added advantage to him of personal effort and investigation. He does not depend solely on the teacher for what he learns. Work out exercises suggested in the paragraphs above referred to. Fig. 28, page 49, suggests some of the objects that may be drawn in angular perspective. Make artistic pencil sketches of a corner of a room, a building, a portion of a roof seen from a window, a staircase, etc. Such objects may be drawn in outline only, as perspective tests, or they may be finished in values. Too often the subject of perspective is dry and uninteresting because it is treated with an entire absence of art feeling.

NOVEMBER.

Constructive Drawing.—Geometric Problems. Review "Geometric Definitions", pages 122 to 128. Give twelve or more problems in addition to those given in the first year, selected from the problems on pages 111 to 122. These problems should be drawn accurately on well-arranged plates, and should be carefully inked in and lettered, with due attention to all conventions and to quality of line. Review "Working Drawings", pages 129, 130, 131 and 132; "Dimensioning", page 132; "Drawing to Scale", pages 133 to 134.

DECEMBER.

Architectural Drawing.—Chapter V, page 179. Study and discuss in class "The Need of Buildings" and "Conditions of Construction", page 179; "Conventions", page 180. Study Problem I—"A Miniature House", pages 180 to 186. This problem should be worked out in a plate. (See page 183.) If the teacher thinks best, the dimensions may be slightly changed, so that the exercise becomes something more than a copy of the plate given in the book.

JANUARY AND FEBRUARY.

Architectural Drawing: A One-Story Cottage.—Problem II, pages 186 to 198. The text on these pages should be fully discussed in class, the discussion on "Essential Features", preceding any drawing. Each student should submit a rough sketch of the ground-plan of the house he intends to design, following the suggestions of the text on page 190. After these sketches have been made the basis of class criticism, the students should proceed to work out with instruments a set of plans and elevations similar to those in Figs. 11, 12 and 13, pages 187, 188 and 189. A knowledge and understanding of the text on "The Kitchen", page 193; "The Living Room", "The Bed Room" and "The Bath Room", pages 194 and 195; "Ceilings", "Windows and Doors", "The Chimney", "The Piazzi," etc., pages 195 to 198, is essential to the successful working out of these plans.

MARCH.

Design.—Review pages 222 to 228, giving exercises in review at discretion of teacher. Study and discuss in class "Structural Rhythm", pages 228 and 229. Find particular examples in schoolroom. Work out Exercises VI, VII and VIII, pages 229 and 230. Then study "Rhythm in Constructive Design", pages 230, 231 and 232, to "Rhythm of Values." Work out Exercises IX and X, pages 231 and 232.

APRIL.

Design: The principles of Balance.—Review from paragraph "The Principles of Balance", page 235, to paragraph

"Further Application of Balance", page 239. Work out such problems as seem advisable, selecting from those suggested in the text. Bring in examples of balance as exemplified in fabrics, still-life forms, photographs and illustrations, etc. Try to lead students to an appreciation of the meaning of balance in the objects everywhere surrounding them.

Design: The Principles of Harmony.—Review pages 242 to 249. Discuss again these points in class. Study "Harmony in Values and Colors", page 249, to "Color Intensity in Chroma", page 252. Work out Exercise XXIV, page 252, in several different colors.

MAY.

Applied Design.—Read "Note", page 261. Select for class work one or more of the exercises given in the problem stated on pages 261 to 276. Be sure that each student makes, as a climax to the year's work, some article that is artistically worthy and is of practical use.

Fourth Year in the High School.

(Eleventh Grade.)

SEPTEMBER.

Pictorial Representation: Still-Life Studies in Pencil.—Review paragraph "Still-Life Drawing", pages 26 and 27. Study paragraph "Pencil Studies", pages 29 and 31. Arrange still-life studies, such as the following: a spray of golden-rod in a tall vase, the vase showing contrasting values; a twig bearing rose-hips, gathered before the leaves have fallen, placed in a vase whose value contrasts with the value of the growth; a growth of flowering bean, bearing flowers, seed-pods and leaves, placed in a suitable vase; a growth of teazle or thistle in a "light and dark" jar, etc. Or, simple groups of still-life forms alone, of contrasting values, may be drawn. It must be remembered that the beauty of pencil rendering depends largely on what may be called its brilliancy and "snap" rather than upon the subtle differences between values which can best be expressed in color. In pencil rendering the most effective results can be obtained by using a hard finished paper of light tint, such as buff or warm gray. Give class criticisms frequently.

OCTOBER.

Pictorial Representation: Still-Life Studies in Charcoal.—Study paragraph "Still-Life Studies with Charcoal", pages 27, 28 and 29. Figs. 37 and 38, page 29, and Fig. 39, page 30, show three steps in the process of a charcoal drawing of a group of objects. Other arrangements are shown in Fig. 10, page 7, and in Fig. 40, page 32. Students should make similar arrangements, placing the groups against a suitable background, as shown in the illustrations. In drawing these arrangements, follow the instructions given in the text. Another class of material that lends itself well to this tonal work in charcoal is an arrangement of flowers in still-life forms. Large growths, such as chrysanthemums or dahlias, are better adapted to this treatment than smaller flowers.

Figure and Animal Drawing.—Chapter III, page 71. Study and discuss in class "Knowledge of Anatomy", "General Proportions", "Proportionate Widths", "Proportionate Depths", "Proportions Vary with Age", pages 71 to 76. Students are to work out Exercise I, page 76, at home, and bring results to class for criticism. They are to work out Exercise II, pages 76 and 78, in class. The pencil may be used for this work, as shown in Figs. 8 and 9, page 77, or the sketching may be done in charcoal. Practice as many such exercises as time permits.

DECEMBER.

Figure and Animal Drawing.—Study "Proportions of the Head and Features", page 78. Work out Exercises III and IV, page 79. Study "Action", page 79. The students should proceed in their own work after the manner suggested in Exercise V, page 79, and as exemplified in Figs. 15 and 16, pages 82 and 83. If there is time, study "Balance", pages 79, 84 and 85. Work out Exercises VI and VII, pages 85 and 86.

JANUARY.

Perspective.—Review points indicated in paragraph headings of this chapter, up to "Turned Cylindric and Conical Objects", page 50. Study and discuss in class "Turned Cylindric and Conical Objects", page 50, and work out Exercises VIII, IX and X, page 52. Study and demonstrate, in class, "Oblique

Perspective", pages 52 and 56, inclusive. Here, again, the fact that the student will be able by a study of the text to prepare a large part of this work before coming to class will materially lessen the work of the teacher, and, in addition to this, there will result a clearer understanding of the principles on the part of the student. In working out exercises similar to those shown in Figs. 36, 37, 38 and 39, pages 53, 54 and 55, the student should draw upon paper of a size sufficiently large to provide for the placing of a horizon line and vanishing points on the sheet.

FEBRUARY.

Design.—Review pages 222 to 232. Study "Rhythm of Values", pages 232 to 234. Work out Exercises XI and XII. As an additional problem, let the students make a decorative landscape composition in outline, using tinted paper, and filling in the shape with four tones of neutral values, taken from the value scale made in Exercise XI.

Design.—Review "Harmony in Value and Colors", page 249, and "Color Properties", page 252. Study "Color Intensity or Chroma", pages 252, 253 and 254, to "Color Schemes." Work out Exercises XXV and XXVI.

MARCH.

Design: Color Schemes.—Study "Color Schemes" and "Monochromatic Color Schemes", page 254. Work out Exercises XXVII and XXVIII, page 255.

Design: Complementary Color Schemes.—Study "Complementary Color Schemes", pages 255 and 256. Work out exercises XXIX, XXX, XXXI, XXXII and XXXIII, pages 256 and 257. Make a practical application of the use of these color schemes. Suggestions for working out some construction in which these colore schemes may be applied will be found in the problems given in Exercises XLIII to LI, pages 261 to 275.

APRIL.

Historic Ornament.—Chapter VII, page 277. This subject is felt to be important as an element of general education, and the matter therein contained should form the basis of note-book

compilations, illustrated by Perry prints, blue prints or sketches. The lessons can be recited in class, and the note-books made and arranged there, if time permits. If such work does not meet the requirements of the school, further work in Constructive or Architectural Drawing may be given, or a brief course in Mechanical Perspective. (See Chapters IV and V, and page 59 in Chapter II.)

MAY.

Art History.—The same option is suggested for Chapter VIII, page 303. This is felt to be one of the most important chapters of the book, so far as the cultural element is concerned, and may be presented by the method suggested for "Historic Ornament" in April.

PRICE LIST OF TEXT BOOKS

Adopted for use in the Public Schools of Louisiana. For sale by F. F. Hansell & Bro. Ltd., State Depository, 123-125 Carondelet Street, New Orleans.

ELEMENTARY SCHOOLS, 1916-1922.

AGRICULTURE.

Burkett, Stevens & Hill's Agriculture	.60

ARITHMETICS.

Nicholson's Elementary Arithmetic	.30
Nicholson's Grammar-School Arithmetic	.40
Brooks' Mental Arithmetic	.28

CIVICS.

Dunn's Community and the Citizen	.60

DICTIONARIES.

Webster's Primary Dictionary	.43
Webster's Common-School Dictionary	.65

DRAWING.

Graphic Drawing, Book 1	.13
Graphic Drawing, Book 2	.13
Graphic Drawing, Book 3	.13
Grpahic Drawing, Book 4	.13
Graphic Drawing, Book 5	.18
Graphic Drawing, Book 6	.18
Graphic Drawing, Book 7	.18
Graphic Drawing, Book 8	.18
Applies Arts Drawing, Book 1	.15
Applied Arts Drawing, Book 2	.15
Applied Arts, Drawing, Book 3	.15
Applied Arts Drawing, Book 4	.15
Applied Arts Drawing, Book 5	.20
Applied Arts Drawing, Book 6	.20
Applied Arts Drawing, Book 7	.20
Applied Arts Drawing, Book 8	.20

GEOGRAPHY.

Frye's First-Course Geography	.40
Frye's Higher Geography	.88

GRAMMARS.

McFadden's Language and Composition	.40
McFadden's Grammar and Composition	.52

HISTORY.

Estill's Beginner's History of Our Country	.40
Evans' Essential Facts of American History	.70
Magruder's History of Louisiana	.65

MUSIC.

Progressive Music Series, Book I	.30
Progressive Music Series, Book II	.35
Progressive Music Series, Book III	.40
Progressive Music Series, Book IV	.60
Teachers' Manual for Book I	1.00
Beacon Song Collection, No. 2	.72

PENMANSHIP.

Palmer's Method of Business Writing	.20

PHYSIOLOGY.

Krohn's First Book in Physiology	.30
Krohn & Crumbine's Physiology and Hygiene	.50

READERS.

Holton-Curry First Reader	.25
Holton-Curry Second Reader	.30
Holton-Curry Third Reader	.35
Holton-Curry Fourth Reader	.38
Holton-Curry Fifth Reader	.43
Holton-Curry Sixth Reader	.46
Curry's Literary Readings	.60

SUPPLEMENTARY READERS, 1916-1922.

Elson-Runkel Primer	.28
Elson's Reader, First Grade	.28
Elson's Reader, Second Grade	.35
Elson's Reader, Third Grade	.40
Elson's Reader, Fourth Grade	.40
Elson's Reader, Fifth Grade	.44
Elson's Reader, Sixth Grade	.44
Elson's Reader, Seventh Grade	.52
Elson's Reader, Eighth Grade	.52

Young & Field Literary Readers.

Young & Field Literary Reader, Book 1	.36
Young & Field Literary Reader, Book 2	.40
Young & Field Literary Reader, Book 3	.48
Young & Field Literary Reader, Book 4	.52
Young & Field Literary Reader, Book 5	.60
Young & Field Literary Reader, Book 6	.60

Stepping Stones to Literature (Arnold & Gilbert).

Stepping Stones to Literature, First Reader	.30
Stepping Stones to Literature, Second Reader	.40
Stepping Stones to Literature, Third Reader	.50
Stepping Stones to Literature, Fourth Reader	.60
Stepping Stones to Literature, Fifth Reader	.60
Stepping Stones to Literature, Sixth Reader	.60
Stepping Stones to Literature, Seventh Reader	.60
Stepping Stones to Literature for Higher Grades	.60

Free & Treadwell Reading Literature Series.

Free & Treadwell Reading Literature Primer	.28
Free & Treadwell Reading Literature, First Reader	.31
Free & Treadwell Reading Literature, Second Reader	.35
Free & Treadwell Reading Literature, Third Reader	.38
Free & Treadwell Reading Literature, Fourth Reader	.43
Free & Treadwell Reading Literature, Fifth Reader	.47
Free & Treadwell Reading Literature, Sixth Reader	.52
Free & Treadwell Reading Literature, Seventh Reader	.52

Language Readers (Baker & Carpenter).

Baker & Carpenter Primer	.30
Baker & Carpenter Language Readers, First Year	.25
Baker & Carpenter Language Readers, Second Year	.30
Baker & Carpenter Language Readers, Third Grade	.40
Baker & Carpenter Language Readers, Fourth Grade	.40
Baker & Carpenter Language Readers, Fifth Grade	.45
Baker & Carpenter Language Readers, Sixth Grade	.50

Art-Literature Readers.

Art-Literature Primer	.30
Art-Literature First Reader	.30
Art-Literature Second Reader	.40
Art-Literature Third Reader	.50
Art-Literature Fourth Reader	.50
Art-Literature Fifth Reader	.50

Graded Classics (Norvell & Haliburton).

Graded Classics, First Reader	.30
Graded Classics, Second Reader	.35
Graded Classics, Third Reader	.40
Graded Classics, Fourth Reader	.45
Graded Classics, Fifth Reader	.50

Classics Old and New, (E. A. Alderman).

Classics Old and New, A First Reader	.25
Classics Old and New, A Second Reader	.30
Classics Old and New, A Third Reader	.35
Classics Old and New, A Fourth Reader	.40
Classics Old and New, A Fifth Reader	.40

Aldine Readers (Bryce & Spaulding).

Aldine Primer	.36
Aldine First Reader	.36
Aldine Second Reader	.44
Aldine Third Reader	.52
Aldine Fourth Reader	.68
Aldine Fifth Reader	.76

Baldwin & Bender Readers.

Baldwin & Bender First Reader	.30
Baldwin & Bender Second Reader	.35
Baldwin & Bender Third Reader	.45
Baldwin & Bender Fourth Reader	.45

Baldwin & Bender Fifth Reader ..... .45
Baldwin & Bender Sixth Reader ..... .45
Baldwin & Bender Seventh Reader ..... .45
Baldwin & Bender Eighth Reader ..... .45

New Education Readers (Demarest & Van Sickle).

New Education Reader No. 1..... .31
New Education Reader No. 2..... .31
New Education Reader No. 3..... .36
New Education Reader No. 4..... .40

Wheeler's Readers.

Wheeler's Primer ..... .30
Wheeler's First Reader ..... .30
Wheeler's Second Reader ..... .40
Wheeler's Third Reader ..... .50
Wheeler's Fourth Reader ..... .50
Wheeler's Fifth Reader ..... .60

Natural Method Readers (McManus & Haaren).

Natural Method Primer ..... .32
Natural Method First Reader..... .37
Natural Method Second Reader ..... .44
Natural Method Third Reader ..... .50

Geographical Readers.

Carroll's Around the World, Book 1..... .36
Carroll's Around the World, Book 2..... .42
Carroll's Around the World, Book 3..... .48
Carroll's Around the World, Book 4 ..... .54
Carroll's Around the World, Book 5..... .60
Merrill's Geographical Reader, Book 1..... .30
Merrill's Geographical Reader, Book 2..... .30
Merrill's Geographical Reader, Book 3..... .35
Merrill's Geographical Reader, Book 4..... .35
Morris' Home Life in All Lands, Book 1..... .45
Morris' Home Life in All Lands, Book 2..... .45
Morris' Home Life in All Lands, Book 3..... .45

Home and World Series (Chamberlain).

How We Are Clothed ..... .40
How We Are Fed ..... .40
How We Are Sheltered ..... .40
How We Travel ..... .40

The Continents and Their People (Chamberlain).

Africa ..... .55
Asia ..... .55
Europe ..... .55
North America ..... .55
South America ..... .55

Miscellaneous.

Benson's & Betts' Agriculture..... .95
Field & Nearing's Community Civics..... .60
Gill's The South in Prose and Poetry..... .75
Graded Memory Gems..... .10

King & Ficklen's Stories from Louisiana History..... .75
Kyle & Ellis' Fundamentals of Farming and Farm Life..... 1.25
Long's Home Geography..... .25
Nicholson's Stories of Dixie..... .52
Payne's Southern Literary Readings..... .75
Riggs' American History..... .70
Ritchie's Primer of Sanitation..... .50
Shilling's The Four Wonders (Cotton, Wool, Linen, Silk)..... .50

HIGH SCHOOL BOOKS, 1913-1919.

Agriculture.

Duggar's Agriculture ..... .60
Duggar's Southern Field Crops..... 1.54
Harper's Animal Husbandry..... 1.23
Snyder's Soils and Fertilizers..... 1.10

Bookkeeping.

Williams & Roger's Bookkeeping (Introductory)..... .90
Williams & Roger's Bookkeeping (Advanced)..... .77
Huffcut's Business Law..... .94

Civics.

Boynton's Civics, Louisiana Edition..... 1.00
Bullock's Economics ..... .80

Dictionary.

Webster's Secondary Dictionary..... 1.35

French.

Francois Introd. French Composition..... .23
Fraser & Squair's Shorter French Course..... 1.04
Fraser & Squair's French Grammar..... 1.12

Geography.

Adams' Commercial Geography..... .91
Tarr's Physical Geography..... .88

History.

Stephen's American History..... 1.41
Myer's Mediaeval and Modern History..... 1.41
Botsford's Ancient History..... 1.20
Coman's Industrial History of the U. S..... 1.25

Language.

Smith's Our Language..... .40
Brooks & Hubbard's Composition and Rhetoric..... .90
Modern Business Speller..... .25
Tappan's English and American Literature..... 1.00

Latin.

Gunnison & Harley's First Year Latin..... .90
Gunnison & Harley's Caesar 1.12
Gunnison & Harley's Cicero 1.12

Mathematics.

Nicholson's Advanced Arithmetic	.60
Nicholson's School Algebra	.90
Nicholson's Plane and Solid Trigonometry	.99
Wentworth's Plane Geometry	.71
Wentworth's Solid Geometry	.71

Physiology.

Ritchie's Human Physiology	.60

Sciences.

Andrew's Botany, All the Year Round	.90
Hessler & Smith's Essentials of Chemistry	.83
Herrick's Text-Book in Zoology	1.08
Gorton's High School Physics	1.03

APPENDIX

UNIT VALUE OF THE COMMERCIAL COURSE:

1. Bookkeeping, Introductory (36 weeks)	1	unit
2. Bookkeeping, Advanced (36 weeks)	1	unit
3. Typewriting (36 weeks; 30 words net)	.5	unit
4. Stenography (36 weeks; 60 words net)	1	unit
5. Economics or Commercial Law (18 weeks)	.5	unit
	4	units

Note: Credit will be given in Stenography only when offered in connection with Typewriting.

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